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# Cliffside Park Public Schools

GRADE: 1

## First Grade Curriculum

Cliffside Park Elementary Schools

August 2018

**Duration: June**

### **Chapter 5: Our Past, Our Present**

- Lesson 1: Measuring Time
- Lesson 2: Talking About Time
- Lesson 3: How we learn about history
- Lesson 4: American Heroes
- Lesson 5: Life Then and Now
- Lesson 6: Technology Then and Now

**Resource:** My World Social Studies--Making Our Way 2013

### **Learning Objectives:**

- Distinguish among different units of time including days weeks months and years.
- Use calendars and clocks to organize events in time
- Use clocks and calendars to measure time.
- Used terms related to time to sequentially order of events that have occurred in school, home, or community.
- Used terms related to time.
- Describe events in terms of time past, present, future.
- Explain that history tells the story of people and events of past times



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- Describe ways in which communities may change from the past to present
- Use terms related to time to sequentially ordered events that have occurred in school, home, or community
- Create a timeline based on their life or school events
- Identify the tools and resources used to learn about history
- Identify different types of primary sources
- Explain the difference between primary and secondary sources
- Learn about the lives and contributions of key figures in U.S history
- Identify people from the past who have demonstrated positive character traits such as honesty, courage, and responsibility
- Recognize how key figures in U.S history have been a part of important events
- Learn about contributions local people make to the community or state
- Compare daily life in the past and life today
- Identify what has changed and what has stayed the same about basic human needs and ways in which they are met
- Compare and contrast family structures of the past and present
- Compare and contrast clothing, and recreation of the past and present
- Identify ways technology has been used in the past and present
- Compare communication and transportation over time
- Describe how technology has affected daily life
- Identify ways technology is used at home, at school, and in the community

#### **Duration:**

- June

#### **Essential Questions:**

- How does life change throughout history?

#### **Enduring Understandings:**



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- Communities are diverse and change over time
- Communities are shaped by people's actions
- People can use historical resources to draw conclusions about the past
- Over time, changes in technology affect the way people live
- Over time, some things change, and some things remain the same

### 2014 NJ Student Learning Standards

**6.1.1.A.14**   **6.1.1.A.15**   **6.1.1.D.18**

**6.1.2.B.1,**   **6.1.2.B.2,**   **6.1.2.B.3,**   **6.1.2.B.10**   **6.1.2.D.17**

#### Technology:

- **8.1.2.A.1**   **Identify the basic features of a digital device and explain its purpose.**
- **8.1.2.A.4**   **Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).**
- **8.1.2.B.1**   **Illustrate and communicate original ideas and stories using multiple digital tools and resources.**
- **8.1.2.C.1**   **Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.**

**Active Citizenship:** 6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.C.1, 6.3.4.D.1

### Interdisciplinary Connections

- Students will create a Venn Diagram that compares and contrasts the contributions of George Washington and Thomas Jefferson to American history.
  - NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



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- 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.

### **Music:**

- Song: All Across the Country

### **Technology:**

Brainpop Jr  
SMARTboards

### **Language Arts Literacy:**

#### **Leveled Readers:**

A-Z books  
Macmillan-McGraw-Hill (2003) Reading text and Leveled Books  
Time for Kids  
Authentic Literature List (appendix)  
A-Z Books

- To the Store (Level "D")
- Needs and Wants ("Level "F")

Leveled Book Data Base:  
*Making Sense of Dollars and Cents* (Richman)

### **Cultural/Holidays:**

Observe Flag Day: -Commemorate the adoption of the U.S. flag by 2nd Continental Congress in 1777.



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## **Language Arts Literacy**

Macmillan-McGraw-Hill (2003) Reading text and Leveled Books

Time for Kids

Authentic Literature List

National Geographic for Kids

Newspapers

Leveled Reader Database (Pearson)

### **Current Events:**

- Find current events to compare community, state, national & global challenges and solutions

**Tier 2 Vocabulary:** identify, compare, understand, distinguish, clarify

### **Tier 3 Vocabulary:**

- clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation

### **Core Instructional Materials/Resources/Digital Tools:**

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

### **Websites:**

- [www.webquest.com](http://www.webquest.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.educationworld.com](http://www.educationworld.com)
- [www.pearsonsuccessnetplus.com](http://www.pearsonsuccessnetplus.com)





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	<p>product and a system.  <b>8.2.5.A.3</b> Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints  <b>8.2.5.A.4</b> Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.  <b>8.2.5.A.5</b> Identify how improvement in the understanding of materials science impacts technologies.</p>		
<p><b>Assessments and Performance Tasks:</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Look at past and present photographs. Compare and contrast the differences.</li> <li>● Sort primary and secondary examples of sources.</li> <li>● Draw and label a chore children did in the past and now.</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Chapter 5 Assessment</li> <li>● Class discussions</li> <li>● Observation</li> </ul>		
<p><b>Differentiation/Accommodations/Modifications</b>  <i>(Alternate Modes of Instruction and Support)</i></p>			
<p><b>Gifted and Talented</b></p>	<p><b>English Language Learners</b></p>	<p><b>Students with IEPs/504s</b></p>	<p><b>At-Risk Learners</b></p>



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<p>Gifted and Talented Students will research a president and share their facts with a peer.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>English Language Learners will listen to stories about Annie Oakley, Davey Crockett, and Paul Bunyan and list facts and opinions about the stories.</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Students with IEPs/504s will listen to stories about Annie Oakley, Davey Crockett, and Paul Bunyan and list facts and opinions about the stories.</p> <p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>At-Risk Learners will listen to stories about Annie Oakley, Davey Crockett, and Paul Bunyan and list facts and opinions about the stories.</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
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## Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>

Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Educational Technology: <http://www.state.nj.us/education/techno/>

## Holocaust, Genocide, Tolerance, and Acceptance

- Kindergarten-4th grade banded Curriculum through State of New Jersey Commission on Holocaust
- [https://nj.gov/education/holocaust/downloads/curriculum/caring\\_makes\\_a\\_difference\\_K-4\\_%20curriculum\\_guide.pdf](https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf)

**GRADE: K-6 (Banded Curriculum)**

**Unit Name: Amistad Education**

**Duration: 1 week**

### Enduring Understanding:

- Slaves revolted against their superiors and eventually gained their freedom.

### Essential Questions:

- Why were slaves used in the Americas?
- How were slaves brought to the Americas?
- How were slaves on the *Amistad* slave ship able to gain their freedom?

### Topics Covered:

- Slavery
- Amistad
- Civil War
- Human rights
- Africa
- Middle Passage
- Triangular Trade



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### **Assessments:**

#### **Formative:**

- Newsela articles
- [www.readworks.com](http://www.readworks.com)
- [www.izzit.org](http://www.izzit.org)
- Upfront Magazine articles
- Grade appropriate articles regarding slavery

#### **Summative:**

- End of unit assessments
- Writer's workshop reflection
- Reader's workshop discussion

#### **Alternative:**

- Grade appropriate classroom discussions that focus on slavery and the *Amistad* slave revolt



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## **Relevant Standards:**

### **NJSLS--Social Studies**

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 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.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

### **CCSS (English/Language Arts and Social Studies/History Literacy Standards)**

- CCSS.ELA-LITERACY.RH.9-10.1 through CCSS.ELA-LITERACY.RH.9-10.10

## **Interdisciplinary Activities and Connections:**

- Social Studies and Art teachers can work together to find drawing/sketching/coloring activities that display bravery.

## **Core Instructional Materials/Resources/Digital Tools:**

- My World Social Studies K-3 Series, Pearson
- Brain Pop
- Teacher Tube
- Youtube
- Supplemental reading materials that focus on slavery and the Amistad

**Modifications to Support**

**Modifications to Support Our Learners**



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<b>Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>(Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"><li>● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.</li><li>● Amplify learning by providing more challenging texts</li><li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li><li>● Create Google Slide presentation on pertinent topics from within the unit</li></ul>	<ul style="list-style-type: none"><li>● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.</li><li>● Allow for peer to peer collaboration within the classroom</li><li>● Assign an English speaking mentor to help student with language difficulties</li><li>● Have ELL teacher assist in appropriate modifications and</li></ul>	<ul style="list-style-type: none"><li>● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.</li><li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li><li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li><li>● Text to speech</li><li>● Students will be provided with graphic organizers</li><li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li><li>● Students will not be penalized for spelling and grammar errors</li><li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li></ul>



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<ul style="list-style-type: none"><li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li></ul>	<p>accommodations for all assessments</p> <ul style="list-style-type: none"><li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li><li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>● Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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