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Cliffside Park Public Schools

GRADE: 1

First Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: March/April/May

- **Chapter Four :Traditions We Share**
- Lesson 1: What is culture?
- Lesson 2: Families are alike and different
- Lesson 3: What are our celebrations?
- Lesson 4: We celebrate our nation
- Lesson 5: Stories from the past
- Lesson 6: Sharing our cultures
- **Chapter Five: 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 Objective:



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Chapter Four

- Identify elements that make up culture such as food, clothing, housing, language, religion, art, and music.
- Recognize that culture is influenced by environment and customs.
- Understand that individual cultures have contributed to our nation's culture.
- Understand that each person has a role within his or her family.
- Recognize that families contribute to the culture in the community.
- Explain that celebrations are ways to honor special people and events.
- Recognize that families have different ways of celebrating.
- Recognize that cultural celebrations are alike in many ways.
- Identify different religious and secular celebrations associated with special days of diverse cultures.
- Identify similarities and differences between two texts on the same topic.
- Explain that celebrations are ways to honor special people and events.
- Understand that stories from the past can be based on fact or fiction.
- Learn about America's past through folktales, myths, or legends.
- Learn that culture is all around us.
- Recognize varieties of family life and cultures.
- Explain that different cultures in the world have different foods, clothing, languages, and homes.

Chapter Five

- 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
- 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



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- 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

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Essential Questions:

- **Chapter 4**
- How is culture shared?
- **Chapter 5**
- How does life change throughout history?

Enduring Understandings:

Chapter Four

- Families are alike and different



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- Culture is expressed in various ways
- Celebrations and traditions are observed in different ways
- Cultures around the world are different and alike in many ways
- All cultures have a past and present
- Our national holidays help us honor important people and events
- We can learn about our nation's past and its culture through stories and folktales

Chapter Five

- 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 for Social Studies

6.1.1.B.8, 6.1.1.C.2, 6.1.1.C.4, 6.1.1.C.10, 6.1.1.C.12

6.1.1.B.1, 6.1.1.B.2, 6.1.1.B.3, 6.1.1.B.10, 6.1.1.D.6, 6.1.1.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



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Interdisciplinary Connections

- Students will create a list of pros and cons of how opportunity cost can play a role in their life
 - NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

Music:

- Song: Explore with Me
- Song: All Across the Country

Technology:

Brainpop Jr

http://www.stlouisfed.org/education_resources/assets/lesson_plans/TortillaFactory.pdf

SMARTboards

Cultural/Holidays:

- Observe Women's History Month - Identify contributions of women to events in history.
- Observe Memorial Day - Commemorate the sacrifices of those who fought for our country.

Language Arts Literacy:

Leveled Readers:

A-Z books

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

Time for Kids

Authentic Literature List (appendix)



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A-Z Books

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

Leveled Book Data Base:

Making Sense of Dollars and Cents (Richman)

Geography

- Compare & contrast information that can be found on different types of maps
- Use geographical tools: political and physical maps
- Globes: directionality: north, south, east, west

Current Events:

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

Art:

- Create Independence Day Cards
- Draw and label an example of foods, clothing, and celebrations that reflect their cultures.
- Draw a picture of community celebrations that they have attended.

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

Tier 3 Vocabulary:

- **Chapter Four**
- culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language
- **Chapter Five**



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- 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
- www.enchantedlearning.com
- www.nationalgeographic.com
- www.educationworld.com
- www.pearsonsuccessnetplus.com

21st Century Themes and Skills:

(CRP Standards)

12 Career Ready Practices follow the link below.

Career Ready Practices:

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

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.



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	<p>CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>Educational Technology: http://www.state.nj.us/education/techno/</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data 8.1.5.A.5 Create and use a database to answer basic questions. 8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p> <p>8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used. 8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system. 8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints 8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. 8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.</p>



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Assessments and Performance Tasks:		<ul style="list-style-type: none"> • Draw and label an example of foods, clothing, and celebrations that reflect their cultures. • Draw a picture of community celebrations that they have attended. • Create Independence Day cards <p>Assessments</p> <ul style="list-style-type: none"> • Chapter 4 Assessment • Class discussions • Observation 	
<p>Differentiation/Accommodations/Modifications <i>(Alternate Modes of Instruction and Support)</i></p>			
Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
Gifted and Talented Students will create a map of their community or town that highlights different buildings and public works.	English Language Learners will color a world map of the different continents and oceans.	Students with IEPs/504s will color a world map of the different continents and oceans.	At-Risk Learners will color a world map of the different continents and oceans.



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<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>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>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>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>



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