

Winslow Township School District
Social Studies
Grade 1

Overview: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p style="text-align: center;">Unit 1</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.3 • 6.1.2.CivicsPI.4 • 6.1.2.CivicsPI.5 • 6.1.2.CivicsPI.6 • 6.1.2.CivicsPD.1 • 6.1.2.CivicsPD.2 • 6.1.2.CivicsPR.4 • 6.1.2.CivicsCM.1 • 6.1.2.EconET.5 • 6.1.2.HistorySE.3 • 6.3.2.CivicsPD.1 • WIDA Standards 1, 2, 5 	<p>Citizenship (September) Government (October)</p>	<p>What characterizes a good citizen? What is the role of our leaders in our community, state, and country? To what groups do you belong? Are all groups the same? Why do we work together to meet the needs of our community? Why do we need rules and laws? Why do we have people in positions of authority? Who are the leaders within a home/school/town? What are the rights and responsibilities of individuals? What community members help to protect our communities? How can you be a good citizen in your community? What is a way you can show respect to others? What can we do when there is conflict between people? How can we raise awareness about a local community issue? How can we do our part as American citizens?</p>
<p><i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • A good citizen is one who respects others and their differences, and cares about the good of the community. • Rules are necessary to ensure the safety and good of the community. • We belong to various groups and in order to be successful our groups need to cooperate. • Individuals can work with government to make rules (Election Day - voting process). • Voting is used as a way to make decisions. 		

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Unit 2	<ul style="list-style-type: none"> • 6.1.2.EconET.2 • 6.1.2.EconET.4 • 6.1.2.EconEM.1 • 6.1.2.EconEM.2 • 6.1.2.EconEM.3 • 6.1.2.EconNE.1 • 6.1.2.EconNE.2 • 6.1.2.CivicsDP.2 • 6.1.2.CivicsCM.2 • 6.1.2.CivicsCM.3 • 6.1.2.HistoryCC.1 • WIDA Standards 1,2,3,4 	<p>Economics (November) Human Rights (December) Active Citizenship (January)</p>	<p>How do consumers make choices? Why can't I have everything I want? What are my needs? What are goods and services? What services do our government provide? How do resources contribute to economic conditions? Why do people work? Why do people save? Why do people use banks? What is a job? What is "fairness" and "equality?" Who helped fight for equality and rights? How do rules and laws help with fairness and equality? What challenges did groups face in America? What is "discrimination," and "prejudice?" How do conflicts arise? What are some solutions to bullying?</p>
Enduring Understandings	<ul style="list-style-type: none"> • Leaders are elected to make decisions in the best interest of the community. • Fairness is shown in the community and school. • There is a difference between a want and a need. • There is a difference between buyers, sellers, and producers and between goods and services explain how families satisfy needs and acquire wants. • There are benefits to trading goods and services with other countries • The availability of resources influences current and future economic conditions. • Individuals and groups fought for equality and fundamental rights. • Events from the past has changed our community over time. • Conflicts can be caused by discrimination. • We can create solutions to address discrimination and bullying. 		

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Unit 3	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.2 • 6.1.2.HistoryCC.3 • 6.1.2.CivicsDP.1 • 6.1.2.CivicsDP.3 • 6.1.2.HistoryCA.1 • 6.1.2.HistoryUP.1 • 6.1.2.HistoryUP.2 • 6.1.2.HistoryUP.3 • 6.1.2.HistorySE.1 • 6.1.2.HistorySE.2 • 6.1.2.Geo.HE.3 • 6.1.2.CivicsCM.3 • WIDA Standards 1, 2, 4, 5 	<p>United States History (February) Cultural Perspectives (March) Diversity (Holocaust& Amistad)(April)</p>	<p>How do past, present and future events influence history? How are individuals, documents and artifacts important to American history? How has creativity and innovation affected history? How can learning about different perspectives, beliefs, and cultures provide a context for understanding a diverse community? Why did Pilgrims decide to come to America? What challenges did they face? Why do we celebrate Independence Day? Why do people speak different languages? What are the different holidays celebrated throughout the world? Where did your family immigrate to America from (Multicultural project)? How are families alike and different around the world? How might you compare yourself to a student in another part of the world? What are traditions? Are all traditions the same? Why is it important to learn about other cultures around the world?</p>
Enduring Understandings	<ul style="list-style-type: none"> • National symbols such as our flag reminds us of our country and represents our country. • Historical figures have contributed to United States history and the culture of America. (Civil Rights Activists, Famous Women/ African Americans). • Native Americans as the first people to live in North America. • Immigrants faced different challenges in America. • Continuity, change, conflict, and resolution influence history. • We can recognize that Americans have diverse backgrounds. • The world is divided into many nations, each with their own culture, customs, and languages. • A person's culture can influence their behavior. • Families have different members/cultures and are special in different ways. 		

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Unit 4	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.1 • 6.1.2.GeoPP.1 • 6.1.2.Geo.HE.1 • 6.1.2.Geo.HE.2 • 6.1.2.Geo.HE.3 • 6.1.2.Geo.HE.4 • 6.1.2.Geo.GI.1 • 6.1.2.Geo.GI.2 • 6.3.2.CivicsPD.1 • 6.1.2.Geo.SV.1 • 6.1.2.Geo.SV.2 • 6.1.2.Geo.SV.3 • 6.1.2.Geo.SV.4 • WIDA Standards 1, 2, 5 	<p>Natural Resources (May)</p> <p>Map Skills (June)</p>	<p>What is a natural resource and how do we use natural resources in our community?</p> <p>How can a natural resource be reused?</p> <p>Why is it important to care for our Earth?</p> <p>What are ways we can protect our Earth?</p> <p>How does caring for our Earth show good citizenship?</p> <p>What is Earth Day?</p> <p>How can people show responsible and respectful choices to be a good citizen of the earth?</p> <p>What natural resources affect where a person might live?</p> <p>What landforms affect where a person might live?</p> <p>How does weather affect where a person might live?</p> <p>What different landforms make up our country?</p> <p>What are the four seasons and how do they affect our lives?</p> <p>What is a map and a globe?</p> <p>What is a symbol and a map key?</p> <p>What are directions and why do people use maps?</p>
Enduring Understandings	<ul style="list-style-type: none"> • Maps are used to identify the location of places in the community and beyond. • Maps are used to locate the physical characteristics of the Earth, such as landforms, and help us to locate places using a map key. • A natural resource is anything found in our environment that can be used by people (soil, forests, oil, gas, and water). • We can care for our natural resources by reducing, reusing, and recycling materials. • Part of being a good citizen is taking time to care for our Earth. • There is a difference between reduce, reuse, and recycle. • Natural resources can be reused and recycled into new products. • Weather can affect where people live. • Our environment can impact a locations financial stability. 		

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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Citizenship & Government	6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.	2	9
	6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		
	6.1.2.CivicsPI.6	Explain what government is and its function.		
	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	1	
	6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.		
	6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.	3	
	6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.		
	6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.		
	6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).		
	6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.	2	
Assessment, Re-teach and Extension			1	

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Content Statement	Indicator #	Indicator
The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
	6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
	6.1.2.CivicsPI.6	Explain what government is and its function.
When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
	6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard	6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

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Unit 1 Grade 1	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Literature/Informational Text:</p> <ul style="list-style-type: none"> • No David • Officer Buckle and Gloria • Have You Filled a Bucket Today? • The Crayon Box that Talked • Dear Mr. Rosenwald by Carole Boston Weatherford • If I Were President • Reading Rockets - Reading Adventure Pack: Government <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.virtualfieldtrips.org/grade-1-lets-learn-about-the-government/ • https://study.com/academy/lesson/rights-responsibilities-lesson-for-kids.html • https://www.startwithabook.org/summer-reading-learning/civics-and-our-government • https://www.education.com/activity/civics-government/ • https://bensguide.gpo.gov/about-this-site • https://www.youtube.com/watch?v=iQxK-Ah7has • https://www.eupschools.org/page/1336 • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • explain the needs for rules in the home, school and community • identify the consequences of not following rules • create a list of rules for the classroom and explain the class is a community • identify ways to work with others • discuss the five traits of a good citizen: respect, courage, responsibility, compassion, and honesty • discuss what could happen next based on different situations to demonstrate the five traits • identify people in history who were good citizens (e.g. Abraham Lincoln, Rosa Parks) • activities found in <i>9/11 Lessons for the Classroom</i> (NJDOE) • writing: open-ended responses, conclusions and analysis of exploratory activities • discuss the differences between right and a responsibility • discuss how Americans have rights and responsibilities (voting, freedom of speech) • identify community leaders and helpers • conduct a virtual field trip to City hall to introduce the role of mayor and local community leaders • create a mock election for students to nominate/vote for a favorite object • Discuss and create classroom rules • <i>Project about a local community issue. (Park clean-up, pet or food drive)</i>

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<ul style="list-style-type: none"> • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Preview/pre teach vocabulary
- Complete picture walk
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Use technology i.e. Chromebooks and iPads
- Provide sentence starters
- Utilize consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● require higher order thinking, communication, and leadership skills ● differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● provide higher level texts ● expand use of open-ended, abstract questions ● require critical and creative thinking activities with emphasis on research and in-depth study ● provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***English Language Arts:**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Health and Physical Education:

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

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Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Economics, Human Rights, and Active Citizenship	6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.	1	
	6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.		
	6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.	2	
	6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.		
	6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, and barter).		
	6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	2	
	6.1.2.EconNE.2	Describe examples of goods and services that governments provide.		
	6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.	2	
	6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)		
	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.		
	6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.	1	
Assessment, Re-teach and Extension		1	9	

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Content Statement	Indicator #	Indicator
Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
Goods and services are produced and exchanged in multiple ways.	6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
	6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
	6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, and barter).
The availability of resources influences current and future economic conditions.	6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
Governments play an economic role in the lives of individuals and communities.	6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)
	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

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Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • Thank You, China (online story) • Houses and Homes by Ann Morris • A House is a House for Me by Mary Ann Hoberman • Books about citizenship and responsibility • Duck for President • Black History & Women's History Months • Juneteenth <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://growingbookbybook.com/childrens-books-about-citizenship/ • https://frommanylands.com/ • https://funlearningforkids.com/teaching-diversity-crafts-activities/ • https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-young-immigrant-stories • https://www.youtube.com/watch?v=3EuemNAo6XE • https://www.startwithabook.org/summer-reading-learning/families-and-communities • https://kidworldcitizen.org/teaching-global-citizenship-at-home/ 	<ul style="list-style-type: none"> • recall the definition of culture • discuss how people everywhere have the same basic needs • discuss the differences between basic needs and wants • create a Wants and Needs chart using magazines to sort objects • discuss how people all over the world have different types of homes based on the resources of land where they live, weather where they live, or cultural preferences • activities found in <i>Caring Makes a Difference</i> (NJDOE) • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • Use a timeline of historical events or life of a civil rights leader to understand the "big picture of history. • Drawn picture of a job they can do at school and at home. • Jobs in our community project - Students will create community worker puppet and give an interview about their community workers job. • identify students’ favorite way to solve a problem • identify ways to be responsible at school • students will identify ways to be responsible at school • students will strategize and implement a change at school • activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE)

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<ul style="list-style-type: none"> • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ <p>New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad</p>	<p>writing: open-ended responses, conclusions and analysis of exploratory activities.</p>
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504 Students

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- o Use technology i.e. Chromebooks and iPads
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- o Provide frequent feedback
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- o Assist w/ organization
- o Recognize success

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Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***English Language Arts:**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Math:

- 1.OA.D. Work with addition and subtraction equations.
- 1.NBT.A. Extend the counting sequence.
- 1.NBT.C. Use place value understanding and properties of operations to add and subtract.

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Health and Physical Education:

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

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Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: United States History, Cultural Perspectives, and Diversity	6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.	2	9
	6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.		
	6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).		
	6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	2	
	6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.		
	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.		
	6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	3	
	6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.		
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.			

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	6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.		
	6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, and plays).		
	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.	1	
	Assessment, Re-teach and Extension		1	

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Unit 3 Grade 1		
Content Statement	Indicator #	Indicator
Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
Historians create arguments outlining ideas or explanations based on evidence.	6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
	6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Two or more individuals can have a different understanding of the same event.	6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
	6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
The nature of history involves stories of the past preserved in a variety of sources.	6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
	6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, and plays).
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

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Unit 3 Grade 1	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • The Pledge of Allegiance • The American Flag • The Star Spangled Banner • <i>A Trip to Washington, D.C.</i> • Holiday stories from various cultures • Zoe's Extraordinary Holiday Adventures by Cristina Minaki • Versions of different stories from various cultures (e.g. Cinderella) • Books about Martin Luther King, Jr. <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • http://americanhistory.pppst.com/symbols.html • http://bensguide.gpo.gov/ • http://kids.niehs.nih.gov/games/songs/movies/gr_andoldflagmid.htm • https://www.youtube.com/watch?v=CJLGw0lkcdE • https://dbsenk.wordpress.com/2011/09/08/the-pledge-of-allegiance/ • http://www.hubbardscupboard.org/the-pledge-of-allegiance • https://www.youtube.com/watch?v=PWMY7Rpk5Bo • https://www.youtube.com/watch?v=cW88JmCjiYs • https://kids.niehs.nih.gov/games/songs/patriotic/star-spangled-banner/index.htm 	<ul style="list-style-type: none"> • identify the meaning of a symbol • discuss that the United States of America has symbols to remind us of important people and events • discuss the history of these national symbols • describe something they learned about the national symbols • identify the parts of our flag-Student can create his/her own flag • discuss the Pledge of Allegiance-explain it is something that we do to honor and show loyalty to our flag • identify the term “motto” • discuss that many countries, states, communities, and others have a motto-explain “In God We Trust.” • Create a motto and symbols to represent • writing: open-ended responses, conclusions and analysis of exploratory activities • discuss why each holiday originated how each holiday is celebrated/observed • Utilize the right to vote by having a mock election • Create a timeline of important events in our history • Create Venn Diagram comparing/contrasting President Washington & President Lincoln • discuss how these holidays affect the culture, customs, or identify of the American people • integrate different cultures by celebrating Holidays Around the World • Multicultural Day Project • Shared Reading: Read Aloud and class discussions • activities found in <i>Universal Design for Learning – Teaching About the</i>

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<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=0sjC13dFRS8 • http://worldoftales.com/ • https://www.youtube.com/watch?v=0sjC13dFRS8 • https://childrens-books.lovetoknow.com/chapter-books/holiday-multicultural-books-children • https://www.notimeforflashcards.com/2013/07/27-multicultural-books-for-kids.html • https://www.pbs.org/parents/thrive/how-to-teach-children-about-cultural-awareness-and-diversity • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	<p><i>Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE)</p> <ul style="list-style-type: none"> • activities found in <i>Caring Makes a Difference</i> (NJDOE) • discuss how tolerance is important • discuss how people from many cultures express their traditions and beliefs through fables, folktales, food, music etc. • introduce students from stories from different cultures (Cinderella) • compare and contrast the different versions
Instructional Best Practices and Exemplars	
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9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Science:

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Arts:

- 1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Health and Physical Education:

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

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Integration of Technology Standards NJSL 8

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8.1.2.AP.4: Break down a task into a sequence of steps.

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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Natural Resources & Map Skills	6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.	1	9
	6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.		
	6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).	3	
	6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.		
	6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).		
	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.		
	6.1.2.Geo.HE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.	1	
	6.1.2.Geo.GI.1	Explain why and how people, goods, and ideas move from place to place.		
	6.1.2.Geo.GI.2	Use technology to understand the culture and physical characteristics of regions.	3	
	6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).		
	6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).		
	6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).		
	6.1.2.Geo.SV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).	1	
	Assessment, Re-teach and Extension			

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Unit 4 Grade 1		
Content Statement	Indicator #	Indicator
Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard.	6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
Physical and human characteristics affect where people live (settle).	6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
	6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
	6.1.2.Geo.HE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
Global interconnections occur between human and physical systems across different regions of the world.	6.1.2.Geo.GI.1	Explain why and how people, goods, and ideas move from place to place.
	6.1.2.Geo.GI.2	Use technology to understand the culture and physical characteristics of regions.
A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
	6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
	6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Geographic data can be used to identify cultural and environmental characteristics of places.	6.1.2.Geo.SV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).

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Unit 4 Grade 1	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text (October):</p> <ul style="list-style-type: none"> • Me on the Map • Lucia’s Neighborhood • Lewis and Clark’s Big Trip • Earth Day books https://www.weareteachers.com/best-earth-day-books-for-kids/ • The Lorax • Earth Day - Michael Recycles • Internet Resources: • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.youtube.com/watch?v=PIBLO8_2ix8 • https://www.youtube.com/watch?v=yl3zgcLOTv8 • https://www.scholastic.com/teachers/collections/teaching-content/celebrate-earth-day/ • http://www.wartgames.com/themes/geography/maps.html • https://www.nationalgeographic.org/education/map-skills-elementary-students/ • Diversity, Equity & Inclusion Educational Resources • https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • discuss that maps help us to identify the locations of places in the community and beyond • discuss how Winslow is part of a town, a town is a part of a state, state is part of a county, etc. • identify Winslow on a map of New Jersey • discuss how map keys are used to help read and identify places • create a map of a room and utilize a map key in their drawing • identify landforms and oceans-discuss how mapmakers distinguish between types of landforms/oceans • identify directional words and how found on map-use kinesthetic lessons for students to follow directions • discuss the meaning a resource • explain the natural resources we use (soil, trees, oil, gas, and water) • discuss what products/items come from the four main natural resources-use a graphic organizer • create a Earth’s Resources Book • identify the importance of our natural resources • identify ways we can help the environment • create a Taking Care of the Earth booklet • writing: open-ended responses, conclusions and analysis of exploratory activities • Creation of map key with symbols to show location of classroom items.

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<ul style="list-style-type: none"> • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	<ul style="list-style-type: none"> • Draw a route on a map beginning at one location and ending at another by following verbal directions. • Make a map of a familiar area, using map symbols (their favorite room/place). • Class List of Natural Resources and uses. • Creation of poster on how to reduce, reuse, and recycle. <ul style="list-style-type: none"> • The class will read <i>Bee-bim Bop!</i>, by Linda Sue Park. We will talk about the child’s favorite dish and how it’s made. Make connections to our cultures and favorite dishes.
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Instructional Best Practices and Exemplars

<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.DC.7:** Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.2:** Create a document using a word processing application.
- 9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Preview/pre teach vocabulary
- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Use technology i.e. Chromebooks and iPads
- o Provide sentence starters
- o Utilize consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

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Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***English Language Arts:**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
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Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
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8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

***New Jersey Student Learning Standards:**

English Language Arts

RL: Reading Literature
RI: Reading Informational Text
W: Writing
SL: Speaking and Listening
L: Language

Mathematics

OA: Operations and Algebraic Thinking
NBT: Number and Operations in Base Ten
MD: Measurement and Data
G: Geometry