

# Grade 1 Social Studies

## Link Community Charter School

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: Understanding Citizenship Locally and Globally	30 lessons
<input type="checkbox"/> Unit 2: My School Community, My Neighborhood	20 lessons
<input type="checkbox"/> Unit 3: Holidays and Celebrations	12 lessons
<input type="checkbox"/> Unit 4: A is For Africa	20 lessons
<input type="checkbox"/> Unit 5: Black History Month Celebration	20 lessons
<input type="checkbox"/> Unit 6: Maps, Globes and Weather	20 lessons
<input type="checkbox"/> Unit 7: Community Needs and Economics	24 lessons
<input type="checkbox"/> Unit 8: Juneteenth	10 lessons

# Unit 1: Understanding Citizenship Locally and Globally

Grade 1 Social Studies - Last Updated on October 17, 2022

## STANDARDS ADDRESSED

### New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

#### 6.1.2.CivicsPI.1:

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

#### 6.1.2.CivicsPI.2:

Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

#### 6.1.2.CivicsPI.3:

Explain how individuals work with different levels of government to make rules

#### 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.CivicsCM.1:

Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

#### 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.

### New Jersey (NJSLS) - Grades K-2 - Computer Science and Design Thinking (2020)

#### 8.1.2.NI.1:

Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

#### 8.1.2.NI.2:

# Unit 1: Understanding Citizenship Locally and Globally

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Describe how the Internet enables individuals to connect with others worldwide.

# Unit 1: Understanding Citizenship Locally and Globally

Grade 1 Social Studies - Last Updated on October 17, 2022

## DESIRED RESULTS

### Established Goals

In this five-week unit, first graders build upon their knowledge from Kindergarten and the unit of study on “We Are Kindergarten Citizens.” They build on their understanding of citizenship within the classroom and local community by beginning to form global connections and understandings. The unit concludes with a culminating project-based activity that results in a class-made book: “I Promise.”

### Transfer

Students will be able to independently use their learning to...

Re-establish themselves as productive and contributing members of the classroom and school community, while also beginning to recognize the role citizens play in our global world.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

- Citizenship goes beyond becoming a contributing member of the classroom community and includes global connections
- Citizens make up a community
- Citizens can show empathy through interactions and sharing with other citizens in our global community
- Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources (with connections to Link’s Core Values)

#### Essential Questions

Students will keep considering...

- How do citizens interact in classroom, school, local, and even global communities?
- Why should I be a global citizen?
- What does it mean to be a responsible and good citizen in the classroom? The community? The world?
- How can I show empathy for other citizens and connect with them globally?

# Unit 1: Understanding Citizenship Locally and Globally

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Meaning	
<ul style="list-style-type: none"><li>• An engaged and active citizen participates in the activities of the group or community and makes positive contributions</li></ul>	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Reinforced from Kindergarten</li></ul> <ol style="list-style-type: none"><li>1. Link's Core Values</li><li>2. What a member of a community says/ does is</li><li>3. Established classroom/school rules and responsibilities (Power of Three)</li><li>4. Their role as citizens in the classroom, school, and local community</li></ol> <ul style="list-style-type: none"><li>• <b>First Grade Focus</b> How to engage ethically, responsibly, and empathetically with global citizens.</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Skills Reinforced from Kindergarten</li></ul> <ul style="list-style-type: none"><li>• Defining community and what it means to be a productive citizen.</li><li>• Listing classrooms rules and responsibilities related to the Power of Three.</li><li>• Stating the rights of people and citizens in the community.</li><li>• Explaining what it means to be a good citizen in the classroom, school, and local community.</li><li>• Explaining the importance of Link's Core Values.</li><li>• Sketching pictures to visualize poetry and shared writing in collaboration with classmates.</li></ul> <ul style="list-style-type: none"><li>• <b>Skills New to First Grade</b></li></ul> <ul style="list-style-type: none"><li>• Explaining what it means to be a good citizen in the global community.</li><li>• Reflecting on global exchanges and building new connections/relationships.</li><li>• Gathering, using, and interpreting</li></ul>

# Unit 1: Understanding Citizenship Locally and Globally

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Acquisition	
	<p>evidence.</p> <ul style="list-style-type: none"><li>• Describing and/or illustrating three to six traits of a responsible citizen.</li><li>• Making claims about responsible citizenship traits and offering evidence to support those claims.</li><li>• Writing in response to reading and civic participation.</li></ul>

# Unit 1: Understanding Citizenship Locally and Globally

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## ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• “I Promise” Rubric for class book page creation</li></ul>	<p>Performance Task(s):</p> <p>“Fluency Idol:” Performance of Patriotic Songs/Pledge of Allegiance</p> <ul style="list-style-type: none"><li>• Class Book Page: “I Promise”</li><li>• Completed Classwork/Graphic Organizers/Sketches</li><li>• Poetry Journal Entries</li><li>• End-of-Unit Assessment</li><li>• <b>Optional Argument:</b> Why should I be a global citizen? Construct an argument supported with evidence that addresses the compelling question through a small group and whole group exercise.</li><li>• <b>Optional Action:</b> Select one of the actions identified in the Performance Task (Week 5) resource as a way to change the world and act on it.</li></ul>
	<p>Other Evidence:</p>

# Unit 1: Understanding Citizenship Locally and Globally

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## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### *Summary of Key Learning Events and Instruction*

**For each of the mentor texts outlined in the scope and sequence, First Grade instruction will follow the format below:**

**Week 1:** *What If Everybody Did That?* by: Ellen Javernic - [Click Here for the Weekly Lesson Plans](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

I **Important Week 2 Preparation:** Sign up for Empatico and Review the [“How it Works” Resources](#)

#### **Week 2:**

*Citizenship* by: Annemarie Kishel [Click Here for the Weekly Lesson Plans](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

#### **Week 3:**

*I Pledge Allegiance* by: Pat Moran-Clark [Click Here for Weekly Lesson Plans](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry



# Unit 1: Understanding Citizenship Locally and Globally

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- Time for Kids-Fridays

**Week 4:** *I Promise* by: Lebron James-[Click Here for the Weekly Lesson Plans](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

**Week 5:** Project-Based Learning Culminating Activity -Click Here for the and Rubric

Writing Checklist

- I started every sentence with a capital letter.
- Each sentence ends with a punctuation mark. (.,!, ?)
- I stayed on the topic in my writing.
- I wrote at least 2-3 sentences.

## SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Supporting Materials/Resources/Strategies for Differentiation

New York State Social Studies Resource Toolkit: 1st Grade Citizenship Inquiry (C3 Teachers)

Empatico-Adaptations for Students Ages 6-8

1st Grade Time for Kids

Access to Leveled Texts on the Topic of Citizenship: Epic!

Small Group Instruction

Additional Center Rotation

Student Choice Boards

Sentence and Discussion Stems

Exploration/Hands-on Work Stations

## Unit 2: My School Community, My Neighborhood

Grade 1 Social Studies - Last Updated on October 26, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

##### 6.1.2.CivicsPI.1:

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

##### 6.1.2.CivicsPI.2:

Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

##### 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.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.

##### 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.

##### 6.1.2.CivicsPR.2:

Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

##### 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.

#### New Jersey (NJSLS) - Grades K-2 - Computer Science and Design Thinking (2020)

##### 8.2.2.ITH.5:

## Unit 2: My School Community, My Neighborhood

Grade 1 Social Studies - Last Updated on October 26, 2022

Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

## Unit 2: My School Community, My Neighborhood

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### DESIRED RESULTS

#### Established Goals

In this five week unit, students learn that citizens respect their community. They also study fiction and nonfiction texts that help them to learn that responsible citizens respect and help others, behave honestly, obey rules and laws, are informed and share resources. Students grasp the larger concept that citizens are members of the larger world community (global citizens) and they protect and respect the larger world community.

Learning about “cultural universals” such as art forms, group rules, social organization, basic needs, language and celebrations help students to recognize that people are bound together similarities regardless of group Membership.

As a culminating activity, students will attend a field trip to the Newark Public Library.

**Newark project? Technology?**

#### Transfer

Students will be able to independently use their learning to...describe their home and school community and name the helpers who provide well-being, and safety to all citizens in a community.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- Communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority..
- Certain characteristics can help individuals collaborate and solve problems (e.g., (open-mindedness, compassion, civility, persistence).

##### Essential Questions

Students will keep considering...

- What role do citizens play in their community?
- Who are the essential community workers in our communities and how do they work to keep us safe in our communities?
- How can we help and support our school/home communities?

## Unit 2: My School Community, My Neighborhood

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Meaning	
<ul style="list-style-type: none"><li>• Students play a major role in their community</li></ul>	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• All citizens, not only leaders, play important roles in a community.</li><li>• People belong to many communities: Where they live, where they work and where they go to school.</li><li>• There are many highlights in and around the city of Newark</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Identifying the helpers in our communities and describing the roles they play.</li><li>• Engaging in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</li><li>• Describing various neighborhoods, their own and their school neighborhood</li><li>• Identifying key terms throughout the unit ( See attached weekly lesson plans)</li><li>• Identifying characteristics of a city.</li><li>• Knowing the various places people in a community live: apartment, townhouse, house</li></ul>

## Unit 2: My School Community, My Neighborhood

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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Do Community Helpers Ever Need Our Help?</li><li>• Summative Performance Task</li><li>• <b>Argument:</b> Do community helpers ever need our help? Construct an argument (e.g., a sentence with a picture, a poster) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</li><li>• <b>Extension:</b> As a class or individually, have students create thank-you cards for a community helper of their choice in their own city. Encourage them to complete one of the acts of service they circled on their formative assessment.</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Teacher Observations</li><li>• Anecdotal Notes</li><li>• Exit Tickets</li></ul>

## Unit 2: My School Community, My Neighborhood

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

Week 1: Places in My Neighborhood by: Shelly Lyons [Click here for weekly lesson plans](#)

Week 2: Neighborhood Walk-City by: Peggy Pancella

Week 3: Maybe Something Beautiful by: F Isabella Campoy

Week 4: Look Where We Live by: Scot Ritchie

Week 5: Project-Based Learning Culminating Activity -Click Here for the PBL Overview and Rubric

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Supporting Materials/Resources/Strategies for Differentiation

New York State Social Studies Resource Toolkit: 1st Grade Citizenship Inquiry (C3 Teachers)

Empatico-Adaptations for Students Ages 6-8

1st Grade Time for Kids

Access to Leveled Texts on the Topic of Citizenship: Epic!

Small Group Instruction

Additional Center Rotation

Student Choice Boards

Sentence and Discussion Stems

Exploration/Hands-on Work Stations

## Unit 3: Holidays and Celebrations

Grade 1 Social Studies - Last Updated on October 26, 2022

### STANDARDS ADDRESSED

#### **New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)**

##### **6.1.2.CivicsCM.3:**

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

##### **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.

#### **New Jersey (NJSLS) - Grades K-2 - Computer Science and Design Thinking (2020)**

##### **8.1.2.NI.1:**

Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.



## Unit 3: Holidays and Celebrations

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### DESIRED RESULTS

#### Established Goals

In this 2.5 week unit, students will build upon their knowledge from their Kindergarten unit on Holidays and cultural celebrations. We will learn about Kwanzaa, Diwali, Hanukkah and Eid in addition to discussing holidays and traditions that our students celebrate. Students will compare and contrast the different traditions and religions celebrated around the world. They will engage in a presentation of each celebration and have an opportunity to share learning from this unit with peers in Kindergarten and 5th grade.

#### Transfer

Students will be able to independently use their learning to...

Discover and explore similarities and differences between holiday, customs and traditions in a variety of cultures. In addition, students will gain an understanding of various cultures in our communities and around the world.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- All people around the world, celebrate and engage in traditions with family and friends and in school
- We share similarities and differences with people all over the world.

##### Essential Questions

Students will keep considering...

- Why is it important to learn about other cultures in addition to our own?
- Where in the world are these holidays celebrated?
- How can learning about other cultures provide more of a global view of the world and others?

#### Acquisition

##### Knowledge

##### Skills

## Unit 3: Holidays and Celebrations

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Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"><li>• <i>That learning about other cultures around the world and in our communities will lead to greater understanding of others.</i></li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Identifying the continent/country where this holiday is celebrated.</li><li>• Discussing various aspects of holidays and traditions celebrated around the world</li><li>• Comparing and contrasting various holidays</li></ul>

## Unit 3: Holidays and Celebrations

Grade 1 Social Studies - Last Updated on October 26, 2022

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Informational Writing Rubric-First grade <a href="https://drive.google.com/file/d/14zhjP53x8WoZGGoaQGahduWRfB-wgYrd/view?usp=sharing">https://drive.google.com/file/d/14zhjP53x8WoZGGoaQGahduWRfB-wgYrd/view?usp=sharing</a></p>	<p>Performance Task(s):</p> <p><b>Create informational books on a particular holiday studied in this unit.</b></p> <p><b>4 page booklet:</b></p> <ul style="list-style-type: none"><li>• <b>Cover- Name of Holiday and illustrations</b></li><li>• <b>Page 1: Why it is celebrated</b></li><li>• <b>Page 2: Where in the world is this holiday celebrated?</b></li><li>• <b>Page 3: Who celebrates this holiday?</b></li><li>• <b>Page 4: How is this holiday celebrated?</b></li></ul>
	<p>Other Evidence:</p>

## Unit 3: Holidays and Celebrations

Grade 1 Social Studies - Last Updated on October 26, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, First Grade instruction will follow the format below:

- Interactive Read Aloud
- Response to Literature
- Time for Kids-Fridays

Week 1: K is For Kwanzaa by: [Juwanda G Ford](#) and Eid: Amira's Picture Day by: Reem Faraqui

Week 2: Binny's Diwali by: Thirty Umrigar and Hanukkah Bear by: Eric Kimmell

**Project-Based Learning Culminating Activity -[Click Here for the PBL Overview and Rubric](#)**

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

- 1st Grade *Time for Kids*
- Access to Leveled Texts on the Topic of: Amazing Africa
  - [Epic!](#) Small Group Instruction
  - Additional Center Rotation
  - Student Choice Boards
  - Sentence and Discussion Stems
  - Exploration/Hands-on Work Stations

## Unit 4: A is For Africa

Grade 1 Social Studies - Last Updated on October 17, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

##### 6.1.2.CivicsCM.1:

Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

##### 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.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).

##### 6.1.2.Geo.SV.1:

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

##### 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.4:

Investigate the relationship between the physical environment of a place and the economic activities found there.

##### 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.

##### 6.1.2.HistoryUP.3:

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

##### 6.1.2.HistoryUP.2:

## Unit 4: A is For Africa

Grade 1 Social Studies - Last Updated on October 17, 2022

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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.

**New Jersey (NJSLS) - Grades K-2 - Computer Science and Design Thinking (2020)**

8.2.2.EC.1:

Identify and compare technology used in different schools, communities, regions, and parts of the world.

## Unit 4: A is For Africa

Grade 1 Social Studies - Last Updated on October 17, 2022

### DESIRED RESULTS

#### Established Goals

In this five week unit, students learn about the continent of Africa in general and in addition, specifically focus on cultural aspects, including stories, and countries. Three informational read aloud texts, 3 videos, 2 fictional text and 2 folk tales comprise the unit. Students draw and write daily throughout the unit. Students have the opportunity to demonstrate literary and social studies content knowledge they are acquiring throughout this rich unit of study. Children will be sharing aspects of their cultures with their peers.

#### Transfer

Students will be able to independently use their learning to...

Locate Africa on a world map and discuss and explore the many riches of this continent. Children will independently use their learning to identify cultural aspects of this continent and its many, varied and rich contributions. Read and discover facts and stories from Africa and discuss weather, climate and conditions in Africa.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- Africa is the 2nd largest continent made up of many countries with diverse cultures.
- Reading informational texts can give us information about the culture that is Africa.
- African Americans are mainly of African ancestry
- African Americans are largely the descendants of enslaved people who were brought from their African homelands by force to work in the New World. Their rights were severely limited, and they were long

##### Essential Questions

Students will keep considering...

- Where is Africa in the world?
- What are the cultural contributions of Africans?
- What are famous places, and spaces in Africa?
- What is the geography and weather in Africa?

## Unit 4: A is For Africa

Grade 1 Social Studies - Last Updated on October 17, 2022

Meaning	
denied a rightful share in the economic, social, and political progress of the United States. Nevertheless, African Americans have made lasting contributions to American history and <a href="#">culture</a> .	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• That Africans have made many contributions in science, technology and culture in our country.</li><li>• That we share many similarities in aspects of home, school, and work life.</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Locating the continent of Africa on a world map</li><li>• Locating Ghana, Nigeria and Cameroon on a map of Africa</li><li>• Writing about special aspects of culture</li><li>• Naming famous spaces and places in Africa.</li><li>• Discussing aspects of culture, food, home life and school life in Africa</li><li>• Comparing and contrasting city life/school life</li></ul>



## Unit 4: A is For Africa

Grade 1 Social Studies - Last Updated on October 17, 2022

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Presentation Rubric <a href="https://docs.google.com/document/d/1MgbWC-kYptUgR63y_5tYpT61J9bPoLu17OtSiLqOrNw/edit?usp=sharing">https://docs.google.com/document/d/1MgbWC-kYptUgR63y_5tYpT61J9bPoLu17OtSiLqOrNw/edit?usp=sharing</a></p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• <b>Students will participate in a poetry reading based on poems from our unit of Study on Amazing Africa.</b></li><li>• <b>Students will select a poem to be read individually or with a partner from the text, “ <a href="#">Off to the Sweet Shores of Africa</a></b></li></ul>
	<p>Other Evidence:</p>

## Unit 4: A is For Africa

Grade 1 Social Studies - Last Updated on October 17, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

#### ***Summary of Key Learning Events and Instruction***

For each of the mentor texts outlined in the scope and sequence, First Grade instruction will follow the format below:

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

**Introduction:** Off to the Sweet Shores of Africa, Book of Poems by Uzo Unobagha. Read through the poems, chart poetry for Morning Meeting and for partner reading. Encourage children to select a poem, and prepare throughout this unit to present during our poetry celebration.

Week 1: *A is For Africa* by: Ifeoma Onyfulu [Click Here for Weekly Lesson Plan Resources](#)

Week 2: *Introducing Africa* by: Chris Oxlade [Click Here for Weekly Lesson Plan Resources](#)

Week 3: *All Aboard For the Bobo Road* by: Stephen Davies [Click Here for Weekly Lesson Plan Resources](#)

Week 4: *A Story, A Story* by: Gail E. Haley [Click Here for Weekly Lesson Plan Resources](#)

Week 5: *Rain School* by: James Runford, [Click Here for Weekly Lesson Plan Resources](#)

Week 6: Project-Based Learning Culminating Activity -[Click Here for the PBL Overview and](#)

## Unit 4: A is For Africa

Grade 1 Social Studies - Last Updated on October 17, 2022

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

- 1st Grade *Time for Kids*
- Access to Leveled Texts on the Topic of: Amazing Africa
  - [Epic!](#) Small Group Instruction
  - Additional Center Rotation
    - Student Choice Boards
  - Sentence and Discussion Stems
  - Exploration/Hands-on Work Stations
- [Teaching African History and Cultures Across the Curriculum](#)
- Podcast: <https://primarysource.org/podcasts/what-we-talk-about-when-we-talk-about-africa/>

## Unit 5: Black History Month Celebration

Grade 1 Social Studies - Last Updated on October 26, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

##### 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.HistoryCC.2:

Use a timeline of important events to make inferences about the big picture of history.

##### 6.1.2.HistoryCC.3:

Make inferences about how past events, individuals, and innovations affect our current lives.

##### 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.

##### 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.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.

## Unit 5: Black History Month Celebration

Grade 1 Social Studies - Last Updated on October 26, 2022

### DESIRED RESULTS

#### Established Goals

In this 4 week unit, we will highlight contributions in Black history and honor the contributions and sacrifices of African Americans who have helped shape the nation. Black History Month **celebrates the rich cultural heritage, triumphs and adversities that are an indelible part of our country's history.** Culmination of the unit will result in a published biography and presentation of a notable Black American and contributions to shaping history.

#### Transfer

Students will be able to independently use their learning to...  
read about and research a famous African American Leader and prepare a google slide presentation on a person of their choice. Students will also participate in a gallery walk to read and view their peer's work.

#### Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>• There have been many contributions by Black Americans</li><li>• February is Black History month, but we celebrate Black History throughout the entire year.</li><li>• There have been positive contributions made in the Arts, Sciences, Sports and many other areas.</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>• What contributions have African Americans made in all areas? (science technology, the arts, mathematics, engineering, etc)</li><li>• What have we learned about African Americans and their contributions?</li><li>• How can we teach others about what we have learned in this important unit of study?</li><li>• What are the components of a biography?</li></ul>

#### Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

## Unit 5: Black History Month Celebration

Grade 1 Social Studies - Last Updated on October 26, 2022

### Acquisition

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Biographies offer factual and accurate information about particular individuals in history.</li><li>• Presenting biographical information about an individual of interest will teach others important facts and bring an important piece of history to life.</li><li>• Important contributions have been made by many African Americans</li></ul> | <ul style="list-style-type: none"><li>• Reading biographies of notable individuals who are celebrated during Black History Month and</li><li>• Analyzing the impacts these individuals had on their time period, history, and present day.</li><li>• Presenting their answers to the essential questions,</li><li>• Presenting a brief biography of each individual and discussing <b>how</b> their early lives may have shaped their causes/beliefs.</li><li>• Naming why these people are remembered as having a profound impact on history.</li><li>• Elaborating on what they admire most about the individual they are studying.</li></ul> |
|---|---|

## Unit 5: Black History Month Celebration

Grade 1 Social Studies - Last Updated on October 26, 2022

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p><b>Biography rubric</b></p> <p><a href="https://drive.google.com/file/d/1XzYF7exQ4zpY2QoC0tVdM2oknDz_gZl0/view?usp=sharing">https://drive.google.com/file/d/1XzYF7exQ4zpY2QoC0tVdM2oknDz_gZl0/view?usp=sharing</a></p>	<p>Performance Task(s):</p> <p><b>Profile of a Hero/Google Slide Presentation</b></p> <ul style="list-style-type: none"><li>• Where did this person grow up? What was their childhood like?</li><li>• What did this person do to make a mark on history? What inspired them to do this, and what obstacles did they face?</li><li>• What else is important for others to learn about this person?</li></ul> <p><a href="#">Henry "Box" Brown biography mode</a></p> <p><a href="#">L</a></p> <p><a href="#">Biography template (make a copy)</a></p>
	<p>Other Evidence:</p>

### LEARNING PLAN

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Supporting Materials/Resources/Strategies for Differentiation

New York State Social Studies Resource Toolkit: 1st Grade Citizenship Inquiry (C3 Teachers)

Empatico-Adaptations for Students Ages 6-8

1st Grade Time for Kids

Access to Leveled Texts on the Topic of Citizenship: Epic!

Small Group Instruction

Additional Center Rotation

Student Choice Boards

Sentence and Discussion Stems

Exploration/Hands-on Work Stations

## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

##### 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).

##### 6.3.2.GeoGI.1:

Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

##### 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.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).

#### New Jersey (NJSLS) - Grades K-2 - Computer Science and Design Thinking (2020)

##### 8.1.2.DA.1:

Collect and present data, including climate change data, in various visual formats.

##### 8.1.2.DA.3:

Identify and describe patterns in data visualizations.



## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

8.1.2.DA.4:

Make predictions based on data using charts or graphs.

## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

### DESIRED RESULTS

#### Established Goals

In this four-week unit, first graders work with a variety of tools and mentor texts in order to better understand the disciplinary concepts of: (1) spatial views of the world, (2) human population patterns, (3) human environment interaction, and (4) global interconnections. They do so by working with maps and discussing weather with global peers (Empatico). The unit concludes with a culminating project-based activity in which the class builds a map based on student interests.

#### Transfer

Students will be able to independently use their learning to...

think about the geography, people, and environment in concrete and abstract ways.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- A map is a symbolic representation of selected characteristics of a place.
- Geographic data can be used to identify cultural and environmental characteristics of places.
- Physical and human characteristics affect where people live (settle).
- Environmental characteristics influence how and where people live.
- Global interconnections occur between human and physical systems across different regions of the world.

##### Essential Questions

Students will keep considering...

- How do maps and technology help me better understand the world in which we live?
- What are connections that can be made between studying weather (science) and understanding people and populations (geography)?
- How are geography, people, and the environment connected?

## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ol style="list-style-type: none"><li>1. Maps are useful when it comes to understanding the way the world is laid out.</li><li>2. There are a variety of maps that help us make decisions and problem solve.</li><li>3. Technology can be used to create more accurate and useful maps.</li><li>4. Good citizens ask questions when viewing information contained in maps.</li><li>5. Weather and climate can affect how populations change over time and where people live.</li><li>6. Culture plays an important role in human life and the interactions that take place in different places.</li><li>7. We live in a globally connected world where humans play a major role.</li><li>8. Interconnections between humans and the physical Earth create changes that continue to take place over time</li></ol>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Defining geography.</li><li>• Explaining the important role that maps and technology play in our understanding of the world.</li><li>• Using a variety of tools (eg. maps, globes, atlases) in order to gain more information about geography, people, and the environment.</li><li>• Identify geographical landmarks in the classroom and school community.</li><li>• Gathering, using, and interpreting data from maps and globes.</li><li>• Identifying the differences between weather and climate.</li><li>• Describe the weather and climate patterns in the local community/region.</li><li>• Identifying physical features such as continents, oceans, rivers, lakes, and mountains.</li><li>• Brainstorming potential topics of interest for creating a class map (based on an understanding of home, school, and local neighborhoods/communities).</li><li>• Creating a class map based on a shared interest.</li></ul>

## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

### Acquisition

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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <ul style="list-style-type: none"><li>• Class Map Project: “We Can Map It Out!”</li><li>• Completed Classwork/Graphic Organizers/ Sketches</li><li>• Poetry Journal Entries</li><li>• End-of-Unit Assessment</li></ul>
	Other Evidence:

## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

### LEARNING PLAN

Summary of Key Learning Events and Instruction:

Summary of Key Learning Events and Instruction:

### ***Summary of Key Learning Events and Instruction***

For each of the mentor texts outlined in the scope and sequence, First Grade instruction will follow the format below:

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

#### **Week 1: Introduction to Maps**

*Follow that Map* by Scot Ritchie

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

#### **Week 2: Making Personal Connections to Maps**

*My Map Book* by Sara Fanelli

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

#### **Week 3: Using Maps to Better Understand Geography, People, and the Environment**

*Boy Were We Wrong About the Weather!* by Kathleen Kudlinski

- Interactive Read Aloud

## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

### Week 4: Making Global Connections

*This is How We Do It* by Tom Lamohe

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

Project-Based Learning Culminating Activity -[Click Here for the PBL Overview and Rubric](#)

## Unit 6: Maps, Globes and Weather

Grade 1 Social Studies - Last Updated on October 17, 2022

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

#### Supporting Materials/Resources/Strategies for Differentiation

- 1st Grade *Time for Kids*
- Access to Leveled Texts on the Topic of Maps, Globes, Geography, People, Places, & Weather: [Epic!](#)
- National Geographic: [Understanding Maps Skills with Elementary Students](#)
  - ThoughtCo Map Resources: [Click Here](#)
  - Newark Happening Local Maps: [Click Here](#)
    - BrainPop Jr: [Reading Maps](#)
    - Map Skills Video: [Click Here](#)
    - Small Group Instruction
    - Additional Center Rotations
    - Student Choice Boards
  - Sentence and Discussion Stems
  - Exploration/Hands-On Work Stations

#### Additional Opportunities for Differentiation:

Students who are more adept at using maps and spatial tools may be more prepared to delve into Standard 6.1.2.Geo.SV.3. This standard involves specific performance expectations related to using maps (introduced in Grade 2). Students can be challenged to learn about titles, legends, keys, cardinal directions, scales, and symbols).

## Unit 7: Community Needs and Economics

Grade 1 Social Studies - Last Updated on October 17, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

##### 6.1.2.CivicsPI.2:

Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

##### 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.Geo.GI.1:

Explain why and how people, goods, and ideas move from place to place.

##### 6.1.2.EconET.1:

Explain the difference between needs and wants.

##### 6.1.2.EconET.2:

Cite examples of choices people make when resources are scarce

##### 6.1.2.EconET.3:

Describe how supply and demand influence price and output of products

##### 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, barter).

##### 6.1.2.EconNE.2:

Describe examples of goods and services that governments provide.

##### 6.1.2.EconGE.1:



## Unit 7: Community Needs and Economics

Grade 1 Social Studies - Last Updated on October 17, 2022

Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

6.1.2.EconGE.2:

Explain why people in one country trade goods and services with people in other countries.

### **New Jersey (NJSL) - Grades K-2 - Computer Science and Design Thinking (2020)**

8.2.2.ITH.1:

Identify products that are designed to meet human wants or needs.

8.2.2.ITH.2:

Explain the purpose of a product and its value.

8.2.2.ITH.3:

Identify how technology impacts or improves life.

8.2.2.ITH.4:

Identify how various tools reduce work and improve daily tasks.

8.2.2.EC.1:

Identify and compare technology used in different schools, communities, regions, and parts of the world.

## Unit 7: Community Needs and Economics

Grade 1 Social Studies - Last Updated on October 17, 2022

### DESIRED RESULTS

#### Established Goals

In this four-week unit, students build on their knowledge of needs and wants to determine community needs and to begin to develop economic ways of thinking. Under the umbrella of Economics, Innovation, and Technology, students begin to recognize economic decision-making processes including cost vs. benefit. Students also begin to understand that the economy runs on exchanging goods. The unit concludes with a civic engagement project where students write a letter to the school principal persuading a need for a classroom, school, or community good.

#### Transfer

Students will be able to independently use their learning to...

make connections between economic decision-making and the everyday lives of global citizens.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- Individuals make decisions based on their needs, wants, and the availability of resources.
- Limited resources influence choices.
- Economic decisions made by individuals and governments should be informed by an effective decision-making process (eg. saving, spending, acquiring debt, investing).
- Goods and services are produced and exchanged in multiple ways.

##### Essential Questions

Students will keep considering...

- Why do we have to make choices? How do people make choices to meet their wants and needs?
- How does the economy impact the lives of citizens locally?
- In what ways do benefits and costs impact personal economic decision-making?

## Unit 7: Community Needs and Economics

Grade 1 Social Studies - Last Updated on October 17, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ol style="list-style-type: none"><li>1. There is a difference between needs and wants and that we incorporate needs and wants into our daily lives.</li><li>2. There is a difference between goods and services.</li><li>3. Everything we need can be found within our environment.</li><li>4. A service is something that you do for someone else.</li><li>5. There are times when people trade/barter</li></ol>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Explaining the choices people make when resources are scarce.</li><li>• Describing how supply and demand impact pricing, economic decision-making, and product selection.</li><li>• Summarizing goods and services based on a variety of texts and experiences in the classroom/school/local community.</li><li>• Applying grade-level appropriate math skills to the core idea of economic decision-making.</li><li>• Using maps to analyze the availability of resources in the local community and State of New Jersey.</li><li>• Brainstorming ideas for needs and wants in the classroom, school, or local community.</li><li>• Writing a friendly letter to inform others about needs and wants.</li></ul>

## Unit 7: Community Needs and Economics

Grade 1 Social Studies - Last Updated on October 17, 2022

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <ul style="list-style-type: none"><li>• Letter Writing Project-Based Learning Activity</li><li>• Completed Classwork/Graphic Organizers/Sketches</li><li>• Poetry Journal Entries</li><li>• End-of-Unit Assessment</li></ul>
	Other Evidence:

## Unit 7: Community Needs and Economics

Grade 1 Social Studies - Last Updated on October 17, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

#### ***Summary of Key Learning Events and Instruction***

For each of the mentor texts outlined in the scope and sequence, Kindergarten instruction will follow the format below:

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

#### **Week 1: Thinking About Goods and Services**

*What Do We Buy? A Look at Goods and Services*

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

#### **Week 2: Making Personal Consumer Choices**

*A Chair for My Mother* by Vera Williams

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

#### **Week 3: Exchanges and Markets**

*An Orange in January* by Diana Hutts Aston and *From Farm to Table* by Pat Brisson

- Interactive Read Aloud
- Response to Literature

## Unit 7: Community Needs and Economics

Grade 1 Social Studies - Last Updated on October 17, 2022

- Vocabulary Word Nerds
- Shared Writing
- Poetry
- Time for Kids-Fridays

### Week 4: Project-Based Learning Focus

- Week 4: Economic Decision-Making and Letter Writing

#### ***Culminating Activity:***

- A Letter to My Principal -Click Here for the PBL Overview and Rubric

#### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

- Business at Link: Invite cafeteria workers from Maschio's to explain to students how supply and demand impact the cost of food and the economic decision-making process that impacts food choices for the Link cafeteria.
  - 1st Grade *Time for Kids*
    - Optional: Newsela articles on Economic Topics (SS Collections)
  - Brain Pop Jr: [Goods and Services-Needs and Wants-Saving and Spending](#)
    - Newark, NJ:
      - [Understanding Population and Occupational Services](#)Newark, NJ:
      - [Data USA](#)
- Teacher Created Resources- [Click Here](#) for (5) Sample LessonsFinance in the Classroom-[First Grade Resource Collection](#)
  - Additional Mentor Text Suggestions:

*Alexander, Who Used to be Rich Last Sunday* by Judith Viorst

## Unit 8: Juneteenth

Grade 1 Social Studies - Last Updated on October 26, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

##### 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.2:

Use a timeline of important events to make inferences about the big picture of history.

##### 6.1.2.HistoryCC.3:

Make inferences about how past events, individuals, and innovations affect our current lives.

##### 6.1.2.HistoryUP.3:

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

##### 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.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).

## Unit 8: Juneteenth

Grade 1 Social Studies - Last Updated on October 26, 2022

### DESIRED RESULTS

#### Established Goals

In this 2 week unit on Juneteenth, children will build upon their knowledge from their Juneteenth Jamboree in Kindergarten. In first grade, children will explore the origin of Juneteenth, the celebratory nature of the holiday and plan and prepare for a Kindergarten and 1st grade celebration.

#### Transfer

Students will be able to independently use their learning to...  
recall important facts related to the Juneteenth Jamboree, complete reading and writing activities related to the holiday and share knowledge with peers based on the June celebration.

#### Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>• The very first Juneteenth celebration took place on June 19, 1865 in Galveston, Texas, marking the end of the Civil War and slavery across Texas.</li><li>•</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>• What do we really celebrate on Juneteenth?<ul style="list-style-type: none"><li>◦ What is Juneteenth?</li><li>◦ Why is Juneteenth an important date in American history?</li><li>◦ How did Juneteenth become a nationally recognized holiday?</li><li>◦ What does Juneteenth celebrate?</li><li>◦ Why did it take so long for enslaved peoples in Texas to finally be free?</li></ul></li></ul>

#### Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...



## Unit 8: Juneteenth

Grade 1 Social Studies - Last Updated on October 26, 2022

### Acquisition

<ul style="list-style-type: none"><li>• Why we celebrate Juneteenth.</li><li>• What the Emancipation Proclamation is.</li><li>• When Juneteenth became a Legal holiday.</li><li>• Who are the proponents for helping to make Juneteenth a holiday?</li></ul>	<ul style="list-style-type: none"><li>• reading various texts throughout the unit</li><li>• creating artifacts highlighting special events that led to the freedom of enslaved people.</li><li>• asking and answering questions based on the texts shared during this unit.</li></ul>
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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Juneteenth Jamboree Students will create artifacts about Juneteenth, (timelines, maps, and flags, and other writing) and work together to prepare a celebration honoring Juneteenth.
	Other Evidence:

### LEARNING PLAN

## Unit 8: Juneteenth

Grade 1 Social Studies - Last Updated on October 26, 2022

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

<https://ny.pbslearningmedia.org/resource/1cc3b3d6-6c27-442d-ba9d-c7a5fbf01ceb/juneteenth-all-about-the-holidays/#.Xuz9aWpKjBI>

#### I'm Gonna Push Through

Meet in small groups as children complete artifacts ie timelines, flags etc.

Epic

Small Group Instruction

Additional Center Rotations

Student Choice Boards

Sentence and Discussion Stems

Exploration/Hands-On Work Stations

Meet in small groups as children complete artifacts ie timelines, flags etc.