

# West Windsor-Plainsboro Regional School District

## SS Grade 1

Unit 1: Who Am I?	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: 1</b>	
Summary and Rationale	
<p>The first grade social studies curriculum is designed to help our students continue to build awareness of themselves and others. Through discussion and self-reflection, students will understand and respect similarities and differences of personal identities. In this first unit entitled “Who Am I,” students will explore their own self awareness as an individual, exploring their unique strengths that enable them to thrive as a learner, establish caring and empathetic relationships with their peers, and celebrate the diversity of family units. Students will explore different layers of their identity, which include but are not limited to culture, food, language, holidays, etc. Learning about our families’ traditions, history, and values helps to deepen our understanding of who we are and our roots. The unit concludes with a museum walk where students will showcase their identities through artifacts and student projects completed over the course of the unit.</p>	
Recommended Pacing	
22-25 days	
New Jersey Student Learning Standards for Social Studies	
<p><b>Standards for 6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.2.Civics PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.Civics PI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.Civics PI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.Civics DP.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.Civics DP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.Civics CM.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.Civics CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.G I.2	Use technology to understand the culture and physical characteristics of regions.
6.1.2.Geo.H E.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region.
6.1.2.Geo.S V.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)
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.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.3.2.Civics PD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

**New Jersey Student Learning Standards for Computer Science and Design Thinking**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.

**Interdisciplinary Standards**

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

**Unit Enduring Understandings**

- Students understand that they have a unique identity.
- Students recognize their identity is unique and may be different from that of others.

- Students appreciate the differences that exist among one another.
- Students develop different perspectives when talking about their differences and listening to those of others.
- Students are self aware and can make good decisions about their learning.

#### **Unit Essential Questions**

- What different layers make up my personal identity?
- How can I use my own self awareness to improve my learning?
- Who am I (in my family)? What is my role in (my family)?
  - Families are different (beyond the nuclear family structure)
  - We all celebrate different holidays, we have different traditions and customs in our families
- Who am I (in my classroom)? What is my role in (my classroom)?
- Who am I (in my school)? What is my role in (my school)?
- How are we the same and how are we different?

#### **Objectives**

##### **We are learning to/that:**

- Identify different layers to their own individual identity (example: culture, family structure, ability, traits, talents, interests, etc).
- Recognize similarities and differences exist between their own identity, culture, family structure, and that of others.
- Engage in discussions around topics of identity by asking questions, considering facts, listening to and sharing opinions.

#### **Evidence of Learning**

- ☒ Formative Assessment - Discussions and informal observations,
- ☒ Summative Assessment - Student Identity Map, Culminating Project "Identity Museum Walk"
- ☒ Alternative Assessment - Exit Tickets
- ☒ Benchmark - Student Identity Map

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

#### **Resources**

##### [Grade 1 SS Handbook: Unit One](#)


Family interview about their culture (primary)  
 Identity Map (primary)  
 Video of Pronunciation of Name (primary)  
 Images of Students learning in an elementary classroom (primary)  
[Learning Styles Visual](#)  
 Zones of Regulation Nametag Toolkits  
 What Zone Are You In? visual  
[Learn How To Sign](#)  
[Mancala Board](#) (primary)  
[Window Swap](#) (primary)  
[Google earth](#) (primary)

##### **Core Texts:**

- [The Name Jar](#) by Yangsook Choi (AAPI)
- [Alma and How She Got Her Name](#) by Juana Martinez- Neal

- [This is How We Do it](#) by Matt Lamothe
- [Chrysanthemum](#) by Kevin Henkes
- [Layla's Happiness](#) by Maria Hadessa and Ekere Tallie
- [Lovely](#) by Jess Hong
- [Be You](#) by Peter Reynolds
- [Charlotte and the Quiet Place](#) by Deborah Sosin (ICM)
- [We Are Little Feminists: How We Eat](#) by Shuli de la Fuente-Lau (primary)
- [The Sandwich Swap](#) by Queen Rania AL Abdullah and Kelly DiPucchio
- [Dumpling Dreams](#) by Carrie Clickard
- [How My Parents Learned to Eat](#) by Ina Friedman (secondary)
- [Drawn Together](#) by Minh Le (AAPI)
- [The Boy and the Bindi](#) by Vivek Shraya (ICM)
- [Suki's Kimono](#) by Chieri Uegaki (AAPI)
- [Games From Around the World](#) by Claire Lewis
- [We Are Little Feminists: Families](#) by Archaa Shrivastav (ICM)
- [A Family is a Family is a Family](#) by Sara O'Leary (ICM)
- [Houses Around the World](#) on Capstone
- [We Are Little Feminists: Celebrations](#) by Brook Sitgraves Turner (primary)
- [Let's Celebrate! Special Days Around the World](#) by Kate DePalma (primary)
- [We Are Grateful](#) by Traci Sorell
- [My Papi Has a Motorcycle](#) by Zeke Peña
- [Julian is a Mermaid](#) by Jessica Love (ICM)
- [We All Have Different Abilities](#) by Melissa Higgins (ICM) (primary)
- [EPIC Food Collection](#)
- [EPIC Language Collection](#)
- [EPIC Clothing Collection](#)
- [EPIC Family Collection](#)
- [EPIC Homes Collection](#)
- [Different Families](#) (EPIC book)

#### Videos:

- [Reflection in Me Video](#)
- [Howard B. Wigglebottom Learns to Listen](#)
- [American Kids Try Foods From Around the World](#)
-  [ASL Nook - Daily Routines in ASL](#)
- <http://minhlebooks.com/drawn-together>
- [Homes - BrainPOP Jr.](#)
- [Classical music](#)

Unit 2: How Can I Do My Part?	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: 1</b>	
Summary and Rationale	
<p>The goal of unit 2 is for students to build an inclusive and equitable community for everyone. As a community member, students have a responsibility to grow into caring, empathetic and productive members of society. Though differences exist in our physical features, culture, genders, ability, and socioeconomics, we can approach these differences with curiosity and wonder. Throughout the unit, students will be immersed in literature that requires them to gain new perspectives by understanding characters' struggles and seeing how these struggles connect to their own lives. Children will look for ways to take action by performing acts of kindness, choosing their words carefully, learning about others, and giving back. The theme of "think beyond yourself" is reflected across all lessons in the unit. Recognizing perspectives that are different from their own will enable students to work together to solve problems in their community.</p>	
Recommended Pacing	
20-22 days	
New Jersey Student Learning Standards for Social Studies	
<p><b>Standards for 6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.2.Civics PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.Civics PD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.Civics PI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.Civics PI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.Civics PR.1	Determine what makes a good rule or law.
6.1.2.Civics PR.2:	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.Civics PR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.Civics PR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.Civics CM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.Civics CM.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.Civics CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.Civics DP.2:	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.3.2.Civics PD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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SL.1.6	Produce complete sentences when appropriate to task and situation.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Interdisciplinary Standards</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
K-2-ETS1-1	Ask questions, make observations, and gather information about a situation that people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	

- Students will understand their role in creating an inclusive and equitable community.
- Students will understand that differences are what gives us our unique identity.
- Students will develop an understanding of their own and others' perspectives to build an understanding about the complexity of each person and the diversity in the world.
- Community members take an active role in working together to make informed decisions and solve problems.
- Our actions can improve the quality of life for others and ourselves.

### Unit Essential Questions

- How does my own behavior affect others in my classroom and school community?
- How can we work together to solve problems or work together around a common goal?
- How can I keep others safe? How do community and school helpers keep others safe?
- How can I ensure that I am including others? Does everyone feel welcomed and included?
- Do all members of the school community feel they belong?
- How can I discuss differences with peers respectfully?
- How can I be an ally to friends and community members with differences?
- How do we work together to solve a problem?

### Objectives

#### We are learning to/that:

- Recognize similarities and differences exist between their own identity, culture, family structure, and that of others.
- Evaluate how we view ourselves, others and the connections that exist between.
- Engage in discussions around topics of identity by asking questions, considering facts, listening to and sharing opinions.
- Engage in opportunities to use language and perform actions that build a more inclusive and equitable community.

### Evidence of Learning

- ☒ Formative Assessment - Discussions and informal observations,
- ☒ Summative Assessment - Persuasive presentation on a school improvement suggestion to increase accessibility.
- ☐ Alternative Assessment
- ☒ Benchmark - persuasive presentation

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

### Resources

#### [Grade 1 SS Handbook: Unit 2](#)

Better World Ed (primary)

[tips4inclusion](#) - website

#### Core Texts:

- [We are Little Feminists: Hair](#) by Brook Sitgraves Turner (Amistad Curriculum Mandate and Equity Mandate) (primary)
- [Lovely](#) by Jess Hong
- [What is Silly Hair Day with No Hair?](#) By Norene Paulson
- [I Am Brown](#) by Ashok Banker (Amistad Curriculum Mandate)
- [The Day We Begin](#) by Jacquelin Woodson
- [Eyes that Kiss in the Corners](#) by Joanna Ho (Asian American and Pacific Islander Curriculum



Mandate)

- Always Anjali by Sheetal Sheth
- Different Abilities by Rebecca Pettiford (Equity Curriculum Mandate) (primary)
- Julian Is a Mermaid by Jessica Love (Equity Curriculum Mandate)
- Except When They Don't by Laura Gehl
- Pink is for Boys by R. Pearlman (Equity Curriculum Mandate)
- Amazing Grace by Mary Hoffman
- Last Stop On Market Street by Matt de La Pena
- A Bike Like Sergio's by Maribeth Boelts
- What Can a Citizen Do? By Dave Eggers
- What If Everybody Did That? By Ellen Javernick
- Say Something by Peter H. Reynolds
- Most People by Michael Leannah
- They All Saw a Cat by Brendan Wenzel
- What Happened to You? By James Catchpole (Equity Curriculum Mandate)
- You can Respect Differences... Assume or find out? by Connie Colwell Miller (People with Disabilities Curriculum Mandate)
- Awesomely Emma by Amy Webb (People with Disabilities Mandate)
- When Charley met Emma by Amy Webb
- The Invisible Boy by Trudy Ludwig
- Be Kind by Pat Zietlow Miller
- Wilfred Gordon McDonal Partridge by Mem Fox
- Don't Call Me Special by Pat Thomas
- We Are Little Feminists: On-The-Go by Brook Sitgraves Turner (primary)
- Let's Go Play by Shelby McCarthy
- All the Way to the Top by Annette Bay Pimentel (People with Disabilities Mandate)
- Lovely by Jess Hong
- All My Stripes by Shaina Rudolph & Danielle Royer (Equity Curriculum Mandate)
- We All Have Different Abilities by Melissa Higgins (primary)
- Better World Ed videos