

**Overview**

In grades 1-2, all students participate in activities designed to promote creative thinking and problem solving. Students practice analyzing, synthesizing, generating original ideas, building their self-awareness, thinking flexibly, imagining and increasing their fluency. The knowledge and skills learned in REACH class relate to all of the disciplines; the activities are designed to help each child be the best student and citizen that he or she can be.

The first grade REACH curriculum focuses attention on an exploration of communities, humans as members of the animal kingdom, valuing the uniqueness of one’s culture, and expressing their imagination through the study of innovations through digital and collaborative learning experiences. First graders will continue to develop an understanding of these topics.

**Map**

Unit	Pacing	Essential Questions	Enduring Understandings	Content / Skills	Assessment	NJCCCS CPI / Common Core
Unit I My Neighbor- hood	9 weeks	How can I see my world in a new and different way?  How are objects in my world similar; how are they different?  What is my place in the world?	People in a community are unique and help each other.	Key Terms:  Unique  Imagining  Thinking flexibly  Demonstrating self-awareness  Reading, writing and speaking fluently  Analyzing  Synthesizing  Generating original ideas	Draw a picture of self and/or add describing words.  Students orally share how they help someone and how someone has helped them.	6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.  CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  9.2.4.A.2 - Identify various life roles and civic and work-related activities in the school, home, and community.

<p>Unit II Animals in Our World</p>	<p>9 weeks</p>	<p>How are animals alike and how are they different?  What characteristics do I share with non-human animals?</p>	<p>Animals can be grouped together using features that can be observed (appearance, size, movement, etc.)  Humans are part of the animal kingdom.</p>	<p>Key Terms: Imagining Thinking flexibly Demonstrating self-awareness Reading, writing and speaking fluently Analyzing Synthesizing Generating original ideas Elaborating on details Solving a problem</p>	<p>Students will create a unique creature with special features.</p>	<p>1-LS1-1 - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.  CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
---	----------------	---	---	---	--	---

<p>Unit III</p> <p>Going Out into the World (Diversity/Cultural Awareness)</p>	<p>9 weeks</p>	<p>What do I value most in the world?</p> <p>What do different cultures value?</p> <p>How does one's heritage affect one's lifestyle?</p> <p>How does geography affect one's life?</p>	<p>People are affected by environmental, economic, social, cultural, and civic concerns.</p>	<p>Key Terms:</p> <p>Culture</p> <p>Value</p> <p>Imagining</p> <p>Thinking flexibly</p> <p>Demonstrating self-awareness</p> <p>Reading, writing and speaking fluently</p> <p>Analyzing</p> <p>Synthesizing</p> <p>Generating original ideas</p> <p>Elaborating on details</p> <p>Solving a problem</p>	<p>Students will express what they most value through illustration.</p>	<p>CCSS.ELA-LITERACY.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>6.1.4.D.18 - Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
--	----------------	--	--	--	---	--

<p>Unit IV To Infinity and Beyond</p>	<p>9 weeks</p>	<p>How do people invent new things?  How do people innovate?  How do attributes influence function?</p>	<p>Invention and innovation are creative ways of turning ideas into tangible objects.</p>	<p>Key Terms:  Innovating  Imagining  Thinking flexibly  Demonstrating self-awareness  Reading, writing and speaking fluently  Analyzing  Synthesizing  Generating original ideas  Elaborating on details  Solving a problem</p>	<p>Students will design something new from given materials.</p>	<p>K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.  CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  8.2.2.B.1 - Identify how technology impacts or improves life.  8.2.2.B.3 - Identify how the ways people live and work has changed because of technology.</p>
---	----------------	---	---	--	---	---

**Bibliography****Unit 1 – My Neighborhood**

- Catalanotto, Peter. *Matthew A.B.C.* New York: Richard Jackson, 2002.
- Carle, Eric. *Little Cloud.* New York: Philomel, 1996.
- Dorros, Arthur. *This Is My House.* New York: Scholastic, 1992.
- Falconer, Ian. *Olivia.* New York: Atheneum, 2000.
- Freeman, Don. *A Rainbow of My Own.* New York: Viking, 1966.
- Gibbons, Gail. *How a House Is Built.* New York: Holiday House, 2012.
- Lovik, Craig John, and Mark Alan Weatherby. *Andy and the Tire.* New York: Scholastic, 1987.
- MacDonald, Susan. *Look Whoo's Counting.* New York: Scholastic, 2000.
- O'Neill, Mary. *Hailstones and Halibut Bones.* New York: Doubleday for Young Readers, 1990.
- Schertle, Alice, and Barbara Lavallee. *All You Need for a Snowman.* San Diego: Harcourt, 2002.

**Unit 2 – Animals in Our World**

- Carle, Eric. *The Mixed-up Chameleon.* New York: Crowell, 1984.
- Cochrane, Victoria, and Guy Troughton. *Whose Nest?* New York: Scholastic, 2013.
- Cushman, Doug. *Mouse & Mole and the Christmas Walk.* New York: Scientific American for Young Readers, 1994.
- Fox, Mem, and Tricia Tusa. *The Magic Hat.* San Diego: Harcourt, 2002.
- Hamanaka, Sheila. *I Look Like a Girl.* New York: Morrow Junior, 1999.
- Lionni, Leo. *An Extraordinary Egg.* New York: Knopf, 1994.
- Pfister, Marcus. *Rainbow Fish to the Rescue.* New York: North-South, 1995.
- Wood, Audrey, and Don Wood. *Jubal's Wish.* New York: Blue Sky, 2000.

**Unit 3 – Going Out into the World (Diversity/Cultural Awareness)**

- Brett, Jan. *Town Mouse, Country Mouse*. New York: Putnam, 1994.
- DePaola, Tomie. *Watch Out for Chicken Feet in Your Soup*. Englewood Cliffs, NJ: Prentice-Hall, 1986.
- Feldman, Thea. *Tembo Takes Charge*. Des Moines, IA: Meredith, 2006.
- Kellogg, Steven. *The Island of the Skog*. New York: Dial, 1973.
- Lionni, Leo. *Matthew's Dream*. New York: Knopf, 1991.
- McKee, David. *Elmer*. New York: Lothrop, Lee & Shepard, 1989.
- Pfister, Marcus, and Marianne Martens. *Milo and the Magical Stones*. New York: North-South, 1997.
- Rogers, Jacqueline. *Best Friends Sleep Over*. New York: Scholastic, 1993.
- Schmidt, Jeremy, and Ted Wood. *In the Village of the Elephants*. New York: Walker, 1994.

**Unit 4 – To Infinity and Beyond**

- Goodall, Jane, and Alexander Reichstein. *The Eagle & the Wren: A Fable*. New York: North-South, 2002.
- Keats, Ezra Jack. *Regards to the Man in the Moon*. New York: Four Winds, 1981.

**Webliography****Unit 1**

Brain Pop Jr. - Homes, <https://jr.brainpop.com/socialstudies/communities/homes/>

**Unit 2**

Brain Pop Jr. - Classifying Animals, <https://jr.brainpop.com/science/animals/classifyinganimals/>

**Unit 3**

Brain Pop Jr.- Reading Maps, <https://jr.brainpop.com/socialstudies/geography/readingmaps/>

**Unit 4**

Hour of Code - [www.hourofcode.com/us](http://www.hourofcode.com/us)