

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
KINDERGARTEN SOCIAL STUDIES CURRICULUM**



**Revised to meet the June 2020 Science NJSLS-SOCIAL STUDIES  
Board Approval: August 2022**

**District Administration**

Mr. Robert Mungo	Superintendent
Mrs. Amie Dougherty	Director of Curriculum and Instruction
Mrs. Tifanie Pierce	Director of Special Services
Mrs. Carolyn McDonald	Director of Equity and Student Services
Mr. Daniel Finn	Principal 5-8
Mr. Thomas Braddock	Principal 2-4
Mrs. Nicole Peoples	Principal PreK-1
Mrs. Kinny Nahal	Assist Principal 5-8
Mrs. Evon DiGangi	School Business Administrator

**Mount Holly Township Board of Education**

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Ms. Jennifer Mushinsky	Board Vice-President
Mrs. Brianna Banks	Board Member
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Mr. William Monk	Board Member

[https://www.nj.gov/education/standards/socst/docs/2020NJSLSS\\_GradesK-2.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS_GradesK-2.pdf)  
2020 New Jersey Student Learning Standards for Social Studies (K-2)

2020 New Jersey Student Learning Standards for Social Studies (3-5)

2020 New Jersey Student Learning Standards for Social Studies (6-8)

### Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

### Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

### Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;

- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

### Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

### Revised Standards

### Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;

- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

### **Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and

	interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and 5   Page Practice Description the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

**Standards in Action:**

Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

**Structure of the NJSLS-SS**

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

{SOURCE: NJDOE NJSLS-S January 2022}

**New Jersey Technology Standards**

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

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

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

**New Jersey Climate Change Standards**

[2020 New Jersey Student Learning Standards: Climate Change](#)

**[Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast](#)**

**Pacing Guide**

Topic	Unit #	Unit Length
Good Citizen	1	30 days
We are All Unique!	2	30 days
Taking Care of Earth	3	30 days

Social Studies Unit #1 Grade K	
Unit Title	Good Citizen
Recommended Pacing	30 days
Unit Overview	The main purpose of this unit is for students to learn why classrooms have rules, how to make positive relationships through play and friendship, learn about honesty and responsibility and show respect for others. They will also learn how to follow safety procedures, identify and demonstrate safe practices in the classroom recognize safety signs, identify school personnel to go for help or safety and authority figures (teacher, principal, librarian, nurse, security, secretary, police, and firefighter). Students will be able to understand what makes a good citizen, why we have rules, and why we need to follow authority.
Social Studies Practices	<ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> <li>• Gathering and Evaluating Sources</li> <li>• Seeking Diverse Perspectives</li> <li>• Developing Claims and Using Evidence</li> <li>• Presenting Arguments and Explanations</li> <li>• Engaging in Civil Discourse and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>
Core Resource	Creative Curriculum: Beginning of Year Study
Supplemental Class Resources	<p>State of New Jersey Resources</p> <p>Mr. Donn's Geography-<a href="https://www.mrdonn.org/geography.html">https://www.mrdonn.org/geography.html</a></p> <p>Usa Kids- <a href="https://www.usa.gov/education?source=kids">https://www.usa.gov/education?source=kids</a></p> <p>ReadWorks- <a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p>NJ Statehouse- <a href="https://njstatehousetours.org/tour/">https://njstatehousetours.org/tour/</a></p> <p>Virtual Field Trips- <a href="https://www.discoveryeducation.com/community/virtual-field-trips/">https://www.discoveryeducation.com/community/virtual-field-trips/</a></p>

	<p>Smithsonian Education- <a href="https://learninglab.si.edu/">https://learninglab.si.edu/</a>  <a href="http://www.brainpop.com/">http://www.brainpop.com/</a>  <a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>  Amistad Resources- <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>  <a href="https://www.docsteach.org/">https://www.docsteach.org/</a>  <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="https://www.history.com/">https://www.history.com/</a>  <a href="http://www.quizlet.com/">http://www.quizlet.com/</a>  <a href="http://www.kahoot.it/">http://www.kahoot.it/</a>  <a href="http://www.youtube.com/">http://www.youtube.com/</a>  <a href="http://brainpopjr.com">http://brainpopjr.com</a></p>
Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.  9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>
Computer Science and Design Thinking (Technology)	<p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).  9.4.2.DC.4: Compare information that should be kept private to information that might be made public.  9.4.2.DC.5: Explain what a digital footprint is and how it is created.  9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p>
Diversity, Equity, and Inclusion	<p>Unit 1: Multiple Read-Aloud texts are used to support instruction in classroom rules/routines, community rules, and how to be a part of your community/a community helper. <i>Examples Include: Up and Adam; Last Stop on Market Street, Everybody Cooks Rice, Who is my Neighbor?</i></p>
Amistad	Addressed in Unit 2

Holocaust	Addressed in Unit 2
Asian American and Pacific Islander	Addressed in Unit 2
Climate Change	Addressed in Unit 3: Taking Care of the Earth 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).

### Interdisciplinary Connections

ELA:

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.
- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<b>Unit 1: Good Citizen</b> <b>Curriculum Area: Social Studies</b> <b>Unit Length: 30 Days</b>	<b>Grade Level: Kindergarten</b>
<b>Social Studies Practices:</b>	<b>Length: 30 days</b>
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Why should we follow rules?</li> </ul>

<ul style="list-style-type: none"> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>	<ul style="list-style-type: none"> <li>*What is a right and how would you feel if it was taken away?</li> <li>* What is the difference between a need and a want?</li> <li>* What actions can you take to protect your human rights?</li> <li>● How do laws help the community?</li> <li>● How do community leaders help people?</li> <li>● How do government services help us?</li> <li>● How can you show respect for the rights of others?</li> </ul>
<b>Unit Focus and Targets:</b>	
<p align="center"><b>Content Vocabulary:</b> teacher, rule, responsibility, principal, fair, community, citizen, law, leader, service, respect, right, share, sportsmanship</p>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>● <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>● <b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>● <b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● <b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● <b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly</li> </ul>	<p><b>Routine Writing:</b></p> <ul style="list-style-type: none"> <li>● Draw pictures</li> <li>● Label Drawings</li> <li>● Respond to writing prompts</li> </ul>
<b>NJSLS Standards:</b>	
<p><b>Core Idea:</b> Local community and government leaders have roles and</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local</li> </ul>

<p>responsibilities to provide services for their community members.</p> <p>Rules for all to live by are a result of the actions of government, organizations, and individuals</p> <p>The actions of individuals and government affect decisions made for the common good.</p> <p>When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.</p> <p>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).</p> <p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p> <p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>Certain character traits can help individuals become productive members of their community.</p>	<p>government leaders (e.g., mayor, town council).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li> <li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>● 6.1.2.CivicsPI.6: Explain what government is and its function.</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> <li>● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</li> <li>● 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.</li> <li>● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> <li>● 6.1.2.CivicsPR.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.</li> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe</li> </ul>
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	<p>how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <ul style="list-style-type: none"> <li>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
<b>Learning Plan</b>	
<p><b>Lesson 1</b></p> <p><b>Standard:</b></p> <p><b>Core Idea:</b> There are ways to keep the things we value safely at home and other places.</p> <p><b>6.1.2.CivicsPR.1:</b> Determine what makes a good rule or law.</p> <p><b>6.1.2.CivicsPR.2:</b> Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p><b>Objective:</b></p> <p>Students will know the rules of our classroom</p> <p><b>Lesson Activity:</b></p> <p>Large group discussion and shared writing: What are the rules of our classroom?</p> <p><b>Materials/Resources:</b></p> <p>Creative Curriculum ITTC SE07</p> <p>Creative Curriculum BOY Teaching Guide</p> <p><b>Formative Assessment:</b></p> <p>Participation in class discussion on classroom rules</p> <p><b>Lesson 2</b></p> <p><b>Standard:</b></p> <p><b>Core Idea:</b> There are ways to keep the things we value safely at home and other places.</p> <p><b>6.1.2.CivicsPR.3:</b> Analyze classroom rules and routines and how they benefit the common good</p> <p><b>6.1.2.CivicsPD.1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>Objective:</b></p>	

Students will know the rules of our classroom

**Lesson Activity:**

Large group discussion and shared writing: What are the rules of our classroom?

**Materials/Resources:**

\*Whole Brain Teaching Resource\*

**Coloring/Tracing Pages for each Whole Brain Teaching Rule**

<http://www.teacherspayteachers.com/Product/Whole-Brain-Teaching-Rules-Coloring-Pages-323516>

**Formative Assessment:**

Participation in class discussion on classroom rules

**Lesson 3**

**Standard:**

**Core Idea:** There are ways to keep the things we value safely at home and other places.

**6.1.2.CivicsPR.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.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**Objective:**

Students will know the rules outside of our classroom

**Lesson Activity:**

Large group discussion and shared writing: Why do we need different rules for different areas?

-Rules of the Playground

-Rules of the Lunch Table

-Rules of the Bathroom

-Rules of the walk to/from school

-Rules at the grocery store

-Rules at home

**Materials/Resources:**

Creative Curriculum BOY Teaching Guide

**Formative Assessment:**

Participation in class discussion on rules at school, home, and places.

**Lesson 4****Standard:**

**Core Idea:** 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.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**Objective:**

Students will share ways to be a good citizen in their school and community

**Lesson Activity:**

Large group discussion and shared writing: Who are the people in your neighborhood? How can we help others in our neighborhoods?

**Materials/Resources:**

Creative Curriculum BOY Teaching Guide

Read Aloud: Up and Adam by Debbie Zapala

Read Aloud: Last Stop on Market Street

Read Aloud: Everybody Cooks Rice

**Formative Assessment:**

Participation in class discussion on community helpers and citizens in our community and how they all help one another.

<https://docs.google.com/document/d/1lojcJtS7gSUtRSrb9F6AqErkTWREjLwMM9Y2FMQtTms/edit>

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Presentations</li> </ul>	<b>Benchmark Assessment: TS Gold</b>

<ul style="list-style-type: none"> <li>● Portfolios</li> <li>● Group Projects/Discussions</li> <li>● Constructed Response</li> <li>● Speeches/Debates</li> </ul>	
<b>Routine Writing</b>	<b>Writing Task</b>
<ul style="list-style-type: none"> <li>● Shared Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative Performance Task</li> </ul>
<b>Modifications/Accommodations for Special Education Students</b>	
<ul style="list-style-type: none"> <li>● Modify activities/assignments/projects</li> <li>● Utilize the strategies listed in the student's IEP</li> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>● Pre-teach new vocabulary</li> <li>● Modify Content</li> <li>● Modify Amount of work given</li> <li>● Modify Assessment</li> <li>● Modify Homework</li> <li>● Re-teach skill if needed</li> <li>● Allow student to make test corrections or re-take assessment</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> </ul>	
<b>Students with 504 Plans</b>	<b>Accommodations for At-Risk Students</b>

<ul style="list-style-type: none"> <li>● Refer to modifications listed on student's individual 504</li> <li>● Select alternative textbooks, workbooks, or provide audio books</li> <li>● Use multi-sensory techniques in lesson delivery</li> <li>● Ask students to repeat/paraphrase context to check understanding</li> <li>● Chunk out and repeat instructions</li> <li>● Adjust instructional pace</li> <li>● Reinforce the use of instructional aides such as recommendations in the 504 plan</li> <li>● Reinforce study skill strategies (survey, read, recite, review)</li> <li>● Pre-teach and/or re-teach important concepts</li> <li>● Prepare advanced organizers/study guides for new material</li> <li>● Reinforce self-monitoring and self-recording of behaviors</li> <li>● Use behavioral management techniques consistently within a classroom and across classes</li> <li>● Utilize positive verbal and/or nonverbal reinforcements</li> <li>● Establish a home/school communication system for behavior monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Small Group Instruction</li> <li>● Intervention/Remediation</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Materials</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Tutoring</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs">https://www.wida.us/standards/CAN_DOs</a></p> <p>Grade 1 Can Do Descriptors:</p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Reading</li> <li>● Writing</li> <li>● Oral Language</li> </ul>	<ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● Other Modifications for Gifted Students <ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> </ul> </li> </ul>

<b>Social Studies Unit #2</b> <b>Grade K</b>	
Unit Title	We are All Unique!
Recommended Pacing	30 days
Unit Overview	In this unit, students will compare and contrast how people live around the world in different settings using a map and a globe. They will learn about different cultures, food, clothing, and shelter and how they change in different environments. Students will describe and compare characteristics of self and others (e.g. differences in gender, height, language, beliefs and color of skin, eyes, hair); demonstrate respect for each individual; explain the elements of culture, including language, dress, food, shelter and stories. They will also learn the purpose of a map or globe, distinguish between land and water on maps and globes; determine a location by using terms such as near/far, up/down, right/left and identify cardinal directions on a map.
Social Studies Practices	<ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> <li>• Gathering and Evaluating Sources</li> <li>• Seeking Diverse Perspectives</li> <li>• Developing Claims and Using Evidence</li> <li>• Presenting Arguments and Explanations</li> <li>• Engaging in Civil Discourse and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>
Core Resource	<b>Creative Curriculum - Grocery Store Study</b>  The Family Book By: Todd Parr Who's In a Family? By: Robert Skutch The Mommy Book By: Todd Parr Additional Texts:

	<p>Are you my Mother? By P.D. Eastman  Jonathan and his Mommy (Literacy)  Kevin and his Dad (Literacy)  My Dad and I (Literacy)  I'm Gonna Like Me By Jaime Lee Curtis  The Rainbow Fish By Marcus Pfister  Elmer By David McKee  Happy Birthday, Martin Luther King By Jean Marzollo  A Lesson For Martin Luther King Jr. Day: Dreaming of Change By Joel Kupperstein  Martin Luther King Jr. By Marion Dane Bauer  Martin Luther King Jr. Day By Robin Nelson  Singing For Dr. King By Angela Medearis  Martin's Dream By Jane Kurtz  The Name Jar - Yangsook Choi  Eyes that Kiss in the Corners - Joanna Ho  A Different Pong - Bao Phi  Trees of the Dancing Goats</p> <p>Additional Texts:  The Ugly Duckling By Hans Christian Andersen</p>
Supplemental Class Resources	<p><a href="http://www.brainpop.com/">http://www.brainpop.com/</a>  <a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>  <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>  <a href="https://www.docsteach.org/">https://www.docsteach.org/</a>  <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="https://www.history.com/">https://www.history.com/</a>  <a href="http://www.quizlet.com/">http://www.quizlet.com/</a>  <a href="http://www.kahoot.it/">http://www.kahoot.it/</a>  <a href="http://www.youtube.com/">http://www.youtube.com/</a>  <a href="http://brainpopjr.com">http://brainpopjr.com</a></p>

Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>
Computer Science and Design Thinking (Technology)	<p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</p> <p>9.4.2.DC.4: Compare information that should be kept private to information that might be made public.</p> <p>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p>
Diversity, Equity, and Inclusion	<p>Unit 2: Multiple Read-Aloud texts are used to support instruction in classroom rules/routines, community rules, and how to be a part of your community/a community helper. <i>Examples Include: A Lesson For Martin Luther King Jr. Day: Dreaming of Change By Joel Kupperstein, Martin Luther King Jr. By Marion Dane Bauer, Martin Luther King Jr. Day By Robin Nelson, Singing For Dr. King By Angela Medearis, Martin's Dream By Jane Kurtz</i></p>
Amistad	<p>Unit 2: Students will learn about the history and contributions of Dr. Martin Luther King Jr.</p> <p>Texts:</p> <p>A Lesson For Martin Luther King Jr. Day: Dreaming of Change By Joel Kupperstein</p> <p>Martin Luther King Jr. By Marion Dane Bauer</p> <p>Martin Luther King Jr. Day By Robin Nelson</p> <p>Singing For Dr. King By Angela Medearis</p> <p>Martin's Dream By Jane Kurtz</p>
Holocaust	<p>Throughout the unit, students will engage in various texts about friendship between those with different ideas, religions, culture and race. <i>Trees of the Dancing Goats</i> by Patricia Polacco celebrates the commitment and lasting friendships between Jewish and Christian neighbors.</p>

Asian American and Pacific Islander	As students explore the qualities that make us unique, they will explore the thoughts and feelings of Asian American/Pacific Islanders in texts that are first-person accounts of their experiences. The following read-alouds will be utilized to spark discussion and build understanding of the unique qualities that we should admire and respect: The Name Jar - Yangsook Choi Eyes that Kiss in the Corners - Joanna Ho A Different Pong - Bao Phi
Climate Change	Addressed in Unit 3: Taking Care of the Earth 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).

### Interdisciplinary Connections

ELA:

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.
- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<b>Unit 2: We are All Unique!</b> <b>Curriculum Area: Social Studies</b> <b>Unit Length: 30 Days</b>	<b>Grade Level: Kindergarten</b>
<b>Social Studies Practices:</b>	<b>Length: 30 days</b>

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

#### Essential Questions:

- What makes me special?
- Who helps in our community?
- What are different jobs in a community?
- What makes me special?
- How do I treat others fairly and with respect?
- How do our differences make our community stronger?
- How can you show respect for the rights of others?

### Unit Focus and Targets:

#### Content Vocabulary:

products, arrange, aisle, carry, gather, stored, fresh, spoil, in stock, out of stock, cashier, bagger, employee, manager, stock clerk, farm, farmer, bakery, warehouse, similarities, differences, individual, culture, meals, service, respect,

#### Speaking and Listening:

- **SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly

#### Routine Writing:

- Draw pictures
- Label Drawings
- Respond to writing prompts

### NJSLS Standards:

**Core Idea:**

Local community and government leaders have roles and responsibilities to provide services for their community members.

Rules for all to live by are a result of the actions of government, organizations, and individuals

The actions of individuals and government affect decisions made for the common good.

When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.

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).

Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Certain character traits can help individuals become productive members of their community.

Global interconnections occur between human and physical systems across different regions of the world.

Individuals make decisions based on their needs, wants, and the availability of resources.

Limited resources influence choices

**Performance Expectation:**

- 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.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 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.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.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.EconET.4: Explain the impact that decisions about savings,

<p>Goods and services are produced and exchanged in multiple ways.</p> <p>There are benefits to trading goods and services with other countries.</p> <p>The availability of resources influences current and future economic conditions.</p> <p>Governments play an economic role in the lives of individuals and communities.</p> <p>There are benefits to trading goods and services with other countries.</p>	<p>debt, and investment can have on individuals' lives.</p> <ul style="list-style-type: none"> <li>• 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</li> <li>• 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</li> <li>• 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.</li> <li>• 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).</li> <li>• 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</li> <li>• 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</li> <li>• 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> <li>• 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</li> <li>• 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</li> </ul>
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### Learning Plan

#### Lesson 1 (Approx. 7 days)

##### Standard:

**Core Idea:** Certain character traits can help individuals become productive members of their community. Global interconnections occur between human and physical systems across different regions of the world. Individuals make decisions based on their needs, wants, and the availability of resources. Goods and services are produced and exchanged in multiple ways.

- 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.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.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state govern
- 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).

**Objective:**

Who goes to the grocery store in your family?

Where does the food in the grocery store come from?

What do you like to eat for breakfast?

From Farms to Grocery Stores

**Lesson Activity:**

Large group discussion and shared writing: Who shops at the grocery store?

**Materials/Resources:**

Creative Curriculum ITTC LL68

Mighty Minutes 65

**Formative Assessment:**

Participation in class discussion and shared writing.

**Lesson 2 (Approx. 7 days)**

**Standard:**

**Core Idea:** Certain character traits can help individuals become productive members of their community. Global interconnections occur between human and physical systems across different regions of the world. Individuals make decisions based on their needs, wants, and the availability of resources. Goods and services are produced and exchanged in multiple ways.

- 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.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.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.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**Objective:**

What is happening in this picture? (Display a picture of products being unloaded from trucks in a grocery store warehouse area.)

Who uses this in the grocery store (Show picture of a cashier)

Which grocery store job did you enjoy doing?

**Lesson Activity:**

Large group discussion and shared writing: What happens when food arrives at the grocery store?

**Materials/Resources:**

**Mighty Minutes 47**

**ITTC M11**

**Formative Assessment:**

Participation in class discussion and shared writing.

**Lesson 3 (Approx. 7 days)**

**Standard:**

**Core Idea:** 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). Certain character traits can help individuals become productive members of their community.

- 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.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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 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).

**Objective:**

Who was Dr. Martin Luther King Jr?

**Lesson Activity:**

Read Aloud: A Lesson For Martin Luther King Jr. Day: Dreaming of Change By Joel Kupperstein

Martin Luther King Jr. By Marion Dane Bauer

Martin Luther King Jr. Day By Robin Nelson

Singing For Dr. King By Angela Medearis

Martin's Dream By Jane Kurtz

Large group discussion and shared writing:

**Materials/Resources:**

A Lesson For Martin Luther King Jr. Day: Dreaming of Change By Joel Kupperstein

Martin Luther King Jr. By Marion Dane Bauer

Martin Luther King Jr. Day By Robin Nelson

Singing For Dr. King By Angela Medearis

Martin's Dream By Jane Kurtz

**Formative Assessment:**

Participation in class discussion and shared writing on Dr. Martin Luther King Jr.

**Lesson 4 (Approx. 7 days)****Standard:**

**Core Idea:** 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). Certain character traits can help individuals become productive members of their community.

- 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.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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 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).

**Objective:**

Students will share ways to be accepting of different cultures, religions, and races in their community.

**Lesson Activity:**

Throughout this lesson, students will engage in various texts about friendship between those with different ideas, religions, culture and race. *Trees of the Dancing Goats* by Patricia Polacco celebrates the commitment and lasting friendships between Jewish and Christian neighbors. As students explore the qualities that make us unique, they will explore the thoughts and feelings of Asian American/Pacific Islanders in texts that are first-person accounts of their experiences. The following read-alouds will be utilized to spark discussion and build understanding of the unique qualities that we should admire and respect: Large group discussion and shared writing.

**Materials/Resources:**

*Trees of the Dancing Goats* by Patricia Polacco

The Name Jar - Yangsook Choi

Eyes that Kiss in the Corners - Joanna Ho

A Different Pong - Bao Phi

**Formative Assessment:**

Participation in class discussion and shared writing.

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"><li>● Teacher Observation</li><li>● Presentations</li><li>● Portfolios</li><li>● Group Projects/Discussions</li><li>● Constructed Response</li><li>● Speeches/Debates</li></ul>	<b>Benchmark Assessment: TS Gold</b>

Routine Writing	Writing Task
<ul style="list-style-type: none"> <li>• Shared Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Performance Task</li> </ul>
Modifications/Accommodations for Special Education Students	
<ul style="list-style-type: none"> <li>• Modify activities/assignments/projects</li> <li>• Utilize the strategies listed in the student's IEP</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>• Pre-teach new vocabulary</li> <li>• Modify Content</li> <li>• Modify Amount of work given</li> <li>• Modify Assessment</li> <li>• Modify Homework</li> <li>• Re-teach skill if needed</li> <li>• Allow student to make test corrections or re-take assessment</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Instruction</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> </ul>	
Students with 504 Plans	Accommodations for At-Risk Students
<ul style="list-style-type: none"> <li>• Refer to modifications listed on student's individual 504</li> <li>• Select alternative textbooks, workbooks, or provide audio books</li> <li>• Use multi-sensory techniques in lesson delivery</li> <li>• Ask students to repeat/paraphrase context to check understanding</li> <li>• Chunk out and repeat instructions</li> <li>• Adjust instructional pace</li> <li>• Reinforce the use of instructional aides such as recommendations in the 504 plan</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Small Group Instruction</li> <li>• Intervention/Remediation</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Materials</li> </ul>

<ul style="list-style-type: none"> <li>● Reinforce study skill strategies (survey, read, recite, review)</li> <li>● Pre-teach and/or re-teach important concepts</li> <li>● Prepare advanced organizers/study guides for new material</li> <li>● Reinforce self-monitoring and self-recording of behaviors</li> <li>● Use behavioral management techniques consistently within a classroom and across classes</li> <li>● Utilize positive verbal and/or nonverbal reinforcements</li> <li>● Establish a home/school communication system for behavior monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Tutoring</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs">https://www.wida.us/standards/CAN_DOs</a></p> <p>Grade 1 Can Do Descriptors:</p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Reading</li> <li>● Writing</li> <li>● Oral Language</li> </ul>	<ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● Other Modifications for Gifted Students <ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> </ul> </li> </ul>

<b>Social Studies Unit #3</b> <b>Grade K</b>	
Unit Title	Taking Care of the Earth!

Recommended Pacing	30 days
Unit Overview	Students will learn the difference between a map and a globe. Explain in simple terms that a map is a flat drawing of the earth, while a globe is a representation of the actual shape of the earth in terms of map; this means that a globe most accurately portrays the shape of the earth's surface. Students will also be introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.
Social Studies Practices	<ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> <li>• Gathering and Evaluating Sources</li> <li>• Seeking Diverse Perspectives</li> <li>• Developing Claims and Using Evidence</li> <li>• Presenting Arguments and Explanations</li> <li>• Engaging in Civil Discourse and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>
Core Resource	<b>Creative Curriculum - Seeds Study</b>  The Tiny Seed - Eric Carle A Seed was Planted - Toulla Palazeti From Bird Poop to Wind - Ellen Lawrence Oh Say Can You Seed?: All About Flowering Plants (Bonnie Worth) Where do I Live? Neil Chesanow Henry's Map - David Elliot Follow the Map! A First Book of Maps: Scot Ritchie
Supplemental Class Resources	<a href="http://www.brainpop.com/">http://www.brainpop.com/</a> <a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a> <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a> <a href="https://www.docsteach.org/">https://www.docsteach.org/</a> <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>

	<a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a> <a href="https://www.history.com/">https://www.history.com/</a> <a href="http://www.quizlet.com/">http://www.quizlet.com/</a> <a href="http://www.kahoot.it/">http://www.kahoot.it/</a> <a href="http://www.youtube.com/">http://www.youtube.com/</a> <a href="http://brainpopjr.com">http://brainpopjr.com</a>
Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Computer Science and Design Thinking (Technology)	9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
Diversity, Equity, and Inclusion	Multiple Read-Aloud texts are used to support instruction in classroom rules/routines, community rules, and how to be a part of your community/a community helper. <i>Examples Include: A Lesson For Martin Luther King Jr. Day: Dreaming of Change By Joel Kupperstein, Martin Luther King Jr. By Marion Dane Bauer, Martin Luther King Jr. Day By Robin Nelson, Singing For Dr. King By Angela Medearis, Martin's Dream By Jane Kurtz</i>
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 2

Asian American and Pacific Islander	Addressed in Unit 2
Climate Change	Addressed in Unit 3: Taking Care of the Earth 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).

### Interdisciplinary Connections

#### ELA:

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.
- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Math:

- **K.MD.A.1.** Describe measurable attributes of objects, such as length or weight.
- **K.MD.A.2.** Describe several measurable attributes of a single object.
- **K.G.A.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **K.G.B.5.** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**Unit 3: Taking Care of Earth!**  
**Curriculum Area: Social Studies**  
**Unit Length: 30 Days**

**Grade Level: Kindergarten**

<p><b>Social Studies Practices:</b></p> <ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> <li>• Gathering and Evaluating Sources</li> <li>• Seeking Diverse Perspectives</li> <li>• Developing Claims and Using Evidence</li> <li>• Presenting Arguments and Explanations</li> <li>• Engaging in Civil Discourse and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>	<p><b>Length: 30 days</b></p> <p><b>Essential Questions:</b></p> <p>What is the globe?  What is a map?  Where do we live on the map?  Why does location on a map matter?  How do we take care of our planet?  What do we need to live and grow healthy lives?</p>
<p><b>Unit Focus and Targets:</b></p>	
<p><b>Content Vocabulary:</b>  globe, map, location, mountain, lake, ocean, hill, grass, sun, map key,</p>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• <b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>• <b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• <b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• <b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly</li> </ul>	<p><b>Routine Writing:</b></p> <ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Label Drawings</li> <li>• Respond to writing prompts</li> </ul>

## NJSL Standards:

### Core Idea:

A map is a symbolic representation of selected characteristics of a place.

Environmental characteristics influence how and where people live.

Physical and human characteristics affect where people live (settle).

### Performance Expectation:

- 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.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.
- 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).

## Learning Plan

### Lesson 1 (Approx. 7 days)

#### Standard:

**Core Idea:** 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).

**Objective:**

What is a map?

What will a map help us to do?

Where can we find maps?

**Lesson Activity:**

Large group discussion and shared writing: Me on the Map!

**Materials/Resources:**

Me on the Map!

Where do I Live? Neil Chesanow

Henry's Map - David Elliot

Follow the Map! A First Book of Maps: Scot Ritchie

**Formative Assessment:**

Participation in class discussion and shared writing.

**Lesson 2 (Approx. 7 days)****Standard:**

**Core Idea:** Environmental characteristics influence 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.

**Objective:**

What do seeds need to grow?

**Lesson Activity:**

Large group discussion and shared writing: Growing Seasons for Different Seeds

**Materials/Resources:**

The Tiny Seed - Eric Carle  
A Seed was Planted - Toulla Palazeti  
From Bird Poop to Wind - Ellen Lawrence  
Oh Say Can You Seed?: All About Flowering Plants (Bonnie Worth)

**Mighty Minutes 54****ITTC LL26****Formative Assessment:**

Participation in class discussion and shared writing.

**Lesson 3 (Approx. 7 days)****Standard:**

**Core Idea:** 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).

**Objective:**

Who lives in the forest?  
Who lives in the mountains?  
Who lives by the sea?  
Where do we live?

**Lesson Activity:**

Large group discussion and shared writing: Energy from the sun; patterns in local weather; types of weather; sun safety

**Materials/Resources:**

Kindergarten Weather and Climate TPT Resource

**Formative Assessment:**

Participation in class discussion and shared writing.

**District/ School Formative Assessment Plan**

**District/ School Summative Assessment Plan**

<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Presentations</li> <li>• Portfolios</li> <li>• Group Projects/Discussions</li> <li>• Constructed Response</li> <li>• Speeches/Debates</li> </ul>	<b>Benchmark Assessment: TS Gold</b>
<b>Routine Writing</b>	<b>Writing Task</b>
<ul style="list-style-type: none"> <li>• Shared Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Performance Task</li> </ul>
<b>Modifications/Accommodations for Special Education Students</b>	
<ul style="list-style-type: none"> <li>• Modify activities/assignments/projects</li> <li>• Utilize the strategies listed in the student's IEP</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>• Pre-teach new vocabulary</li> <li>• Modify Content</li> <li>• Modify Amount of work given</li> <li>• Modify Assessment</li> <li>• Modify Homework</li> <li>• Re-teach skill if needed</li> <li>• Allow student to make test corrections or re-take assessment</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Instruction</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> </ul>	
<b>Students with 504 Plans</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>• Refer to modifications listed on student's individual 504</li> <li>• Select alternative textbooks, workbooks, or provide audio books</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> </ul>

<ul style="list-style-type: none"> <li>● Use multi-sensory techniques in lesson delivery</li> <li>● Ask students to repeat/paraphrase context to check understanding</li> <li>● Chunk out and repeat instructions</li> <li>● Adjust instructional pace</li> <li>● Reinforce the use of instructional aides such as recommendations in the 504 plan</li> <li>● Reinforce study skill strategies (survey, read, recite, review)</li> <li>● Pre-teach and/or re-teach important concepts</li> <li>● Prepare advanced organizers/study guides for new material</li> <li>● Reinforce self-monitoring and self-recording of behaviors</li> <li>● Use behavioral management techniques consistently within a classroom and across classes</li> <li>● Utilize positive verbal and/or nonverbal reinforcements</li> <li>● Establish a home/school communication system for behavior monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Small Group Instruction</li> <li>● Intervention/Remediation</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Materials</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Tutoring</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs">https://www.wida.us/standards/CAN_DOs</a></p> <p>Grade 1 Can Do Descriptors:</p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Reading</li> <li>● Writing</li> <li>● Oral Language</li> </ul>	<ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● Other Modifications for Gifted Students <ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> </ul> </li> </ul>

