

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**DEPARTMENT**

**Social Studies**

**COURSE TITLE**

**Kindergarten Social Studies**

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**BOARD OF EDUCATION INITIAL ADOPTION DATE:**  
**September 2021**

## **Course Philosophy**

Our location in the global world, continent, country, state, and community is crucial and impactful to our development as individuals and our culture. Every member of a community has roles and responsibilities in order for the community to function and develop. The study of individuals and family identity helps us recognize who we are and how we change over time.

## **Course Description**

The focus on Kindergarten Social Studies is our School and Local Community, Self and Others, and Families, Change and Time. The first unit begins with the study of what makes a community. Students will explore what it means to be a member of a school community, focusing on citizenship and understanding their rights and responsibilities in their school community. They will expand that knowledge into the local community. The second unit gives students the opportunity to explore how people are the same and different across cultures. Students will learn about the unique traditions, beliefs, holidays and symbols of the United States of America as well as those of other cultures in our world. In the final unit, students will compare how families are alike and different. They will share how their family's traditions and celebrations compare to other families. They will also discover how changes have affected families across time. In all units, students will explore maps and globes in order to identify where they are and how they fit into the world and their community.

## Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● Pearson Social Studies student companion</li></ul>	<ul style="list-style-type: none"><li>☰ SS curriculum resources</li><li>☰ Our School Promise</li><li><a href="#">National Geographic Map Skills for Elementary Students</a></li><li>Google Maps</li><li><a href="#">Classroom Resources</a></li><li>📄 Star Student Template</li><li><a href="#">Information on Creating Timelines</a></li><li>Celebrating New Jersey student companion</li><li><a href="#">National Geographic Map Skills for Elementary Students</a></li><li><a href="#">Classroom Resources</a></li><li><a href="#">PBS Learning Media</a></li><li><a href="#">Lesson Plans - Immigrant History Initiative</a></li><li><a href="#">South Asian American Digital Archive (SAADA)</a></li><li><a href="#">docsteach.org</a></li></ul>

## Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Example 1:** Learn to name different feelings. Use feelings charts, read alouds such as the “Kissing Hand” by Audrey Penn and The “Feelings Book” by Todd Parr.

**Example 2:** Play and learn songs during morning meetings. ["Growth Mindset" Mix](#)

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Example 1:** Use guided mindfulness and relaxation throughout the day [Mindfulness for Kids YouTube Videos](#)

**Example 2:** Read books that reinforce concepts from Zones of Regulation [The Zones Book Nook](#)

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Example 1:** Teach the concept of Empathy [Empathy - Big Ideas - Classdojo](#)

**Example 2:** Read books that reinforce empathy, kindness and diversity [35 Children's Books That Teach Empathy And Kindness](#)

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Example 1:** Play games designed to foster positive relationships and community building. [Twelve Games to Teach Social-Emotional Learning](#)

**Example 2:** Practice conflict resolution strategies [Teacher's Guide: Conflict Resolution \(PreK to Grade 2\)](#)

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on

consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Example 1: Develop class social contract/rules/norms. Read “David Goes to School”and “No David!” by David Shannon**

**Example 2: Role play decision making scenarios [15 Activities for Teaching CASEL Core Competencies](#)**

# Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
<b>Creativity and Innovation</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>Can be found in:  Unit 1: School &amp; Local Community: Citizens Understanding Civic Ideals and Practices  Unit 2: Self and Others: Individual Development and Cultural Identity  Unit 3: Families, Change and Time</p>
<b>Critical Thinking and Problem Solving</b>	<p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan.</p> <p>9.4.2.CT.3: Uses a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>Can be found in:  Unit 1: School &amp; Local Community: Citizens Understanding Civic Ideals and Practices</p>
<b>Digital Citizenship</b>	<p>9.4.2.DC.1: Explain differences between ownership and sharing of information.</p> <p>9.4.2.DC.2: Explain the importance of respecting the digital content of others.</p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.</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.6: Identify respectful and responsible ways to communicate in digital environments.</p> <p>Can be found in:  Unit 1: School &amp; Local Community: Citizens Understanding Civic Ideals and Practices</p>
<b>Global and Cultural Awareness</b>	<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.</p> <p>Can be found in:  Unit 2: Self and Others: Individual Development and Cultural Identity  Unit 3: Families, Change and Time</p>
<b>Information and Media Literacy</b>	<p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics</p>

	<p>such as climate change, with guidance and support from adults.</p> <p>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (social, academic, athletic, etc.).</p> <p>Can be found in:</p> <p>Unit 1: School &amp; Local Community: Citizens Understanding Civic Ideals and Practices</p> <p>Unit 2: Self and Others: Individual Development and Cultural Identity</p> <p>Unit 3: Families, Change and Time</p>
<b>Technology Literacy</b>	<p>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.</p> <p>9.4.2.TL.5: Describe the difference between real and virtual experiences.</p> <p>Can be found in:</p> <p>Unit 1: School &amp; Local Community: Citizens Understanding Civic Ideals and Practices</p> <p>Unit 2: Self and Others: Individual Development and Cultural Identity</p> <p>Unit 3: Families, Change and Time</p>



## Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### **Career Awareness and Planning Standards 9.2**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Examples: Students learn about the roles of school staff and community workers in Unit 1. In Unit 3, students learn about roles and responsibilities of family members.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Examples: In Unit 1, students learn about skills required of community workers. In all units, students learn about treating others with respect and working cooperatively.

### **NJ Climate Change Standards Integration**

As students explore the disciplines within social studies, they will think critically about the reciprocal relationship between people and the environment in relation to resources, populations, and climate change. Embedding the NJ Climate Change Standards throughout the social studies curriculum provides an opportunity to engage in authentic learning experiences related to communities, global social issues, and positive citizenship. Students will partake in advocacy projects and inquiry based learning as they analyze and address developmentally appropriate issues related to climate change. Through these learning experiences, they will apply literacy skills such as gathering and synthesizing information, analyzing data, drawing conclusions, and communicating ideas effectively. With use of this interdisciplinary approach, students will connect scientific processes and concepts related to climate change to the corresponding human consequences and learn how to take appropriate action to develop potential solutions.

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**Kindergarten Social Studies**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration/ Pacing</b>	<b>Assessments</b>
Unit 1: School & Local Community: Citizens Understanding Civic Ideals and Practices	In this unit, students will learn what a community is and the role that individuals play in the community. The unit begins by establishing the classroom and school as a community where students have an active role in how the community functions. Students will then learn about their local community and the workers who provide goods and services.	Sept-Nov Trimester 1	Formative <ul style="list-style-type: none"> <li>· Turn and Talk</li> <li>· Observation</li> <li>· Exit tickets</li> </ul>
			Summative <ul style="list-style-type: none"> <li>· Drawings/writing</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>· Participates in discussions and activities about themselves and the world around them</li> <li>· Applies and models understanding (i.e. orally, through drawing, and/or through writing)</li> </ul>
			Alternative Assessments (projects, etc when appropriate)
Unit 2: Self and Others: Individual Development and Cultural Identity	In this unit, students will explore who they are as individuals, and how they are alike and different from their peers. Students will create a presentation to tell about themselves, which will allow children to see and appreciate similarities and differences in each other. They will learn about our shared identity as citizens of New Jersey and the US.	Nov-March Trimester 2	Formative <ul style="list-style-type: none"> <li>· Turn and Talk</li> <li>· Observation</li> <li>· Exit tickets</li> </ul>
			Summative <ul style="list-style-type: none"> <li>· Drawings/writing</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>· Participates in discussions and activities about themselves and the world around them</li> <li>· Applies and models understanding (i.e. orally, through drawing, and/or through writing)</li> </ul>
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>· Child of the Day</li> </ul>
Unit 3: Families, Change and Time	In this unit, students will learn what a family is and how families meet the needs of individuals. They will explore how their family's lives have changed over time and location.	March-June Trimester 3	Formative <ul style="list-style-type: none"> <li>· Turn and Talk</li> <li>· Observation</li> <li>· Exit tickets</li> </ul>

			Summative Drawings/writing
			Common Benchmark Assessments (mid/end of course) Participates in discussions and activities about themselves and the world around them Applies and models understanding (i.e. orally, through drawing, and/or through writing)
			Alternative Assessments (projects, etc when appropriate)

## Robbinsville Public Schools

### Unit #1: School & Local Community: Citizens Understanding Civic Ideals and Practices

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● A school is a community.</li> <li>● Members of a school community have roles, relationships, and responsibilities within their school and community.</li> <li>● Members of a community share beliefs and values.</li> <li>● Members of a community share needs and wants.</li> <li>● Members of a community are alike and different.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What makes a community?</li> <li>● What does it mean to be a member of a School community?</li> <li>● How does a classroom function?</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Speaking and Listening 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. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. <i>Example:</i> Students will learn and practice how to engage in classroom discussions.</p> <p><b>Math K.G.A1</b> 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. <i>Example:</i> Students will interpret and create maps of their school community.</p>	



Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.CivicsPI.4 6.1.2.CivicsPD.1	How is my class like a community?	<ul style="list-style-type: none"> <li>■ Children have basic rights (as members of a family, school, community, nation, and world)</li> <li>■ Children have classroom responsibilities</li> <li>■ Children have responsibilities at school and at home</li> </ul>	Mini-lessons Whole class discussion Activity sort(s) Read alouds Maps/photos Student-generated anchor charts	<div>SS curriculum reso...</div> <div>Our School Promise</div> <a href="#">National Geographic Map Skills for Elementary Students</a>  Google Maps  <a href="#">Classroom Resources</a>  <a href="#">PBS Learning Media</a>	Sorting pictures Rules and routines Illustrations Student generated lists Maps of classroom, playground, school Checklists Recordings Hand signals Turn and Talk Observation Exit Tickets
6.1.2.CivicsPI.3 6.1.2.CivicsPR.3	How is my school like a community?	<ul style="list-style-type: none"> <li>■ Schools and classrooms have rules for all to follow</li> <li>■ A school community helps children learn</li> <li>■ A school community helps in many ways (health, counseling, extracurricular, after care, etc.)</li> <li>■ A school is made up of diverse people and students</li> <li>■ Classrooms are organized for student learning</li> <li>■ Many people work in schools and have different jobs</li> </ul>			
6.1.2.CivicsPI.1	What are the roles of each member of a school community?	<ul style="list-style-type: none"> <li>■ Teachers are important to classrooms</li> <li>■ Students help each other in many ways</li> <li>■ Many people work in schools and have</li> </ul>			

<p>6.1.2.CivicsPI.4 6.1.2.CivicsPI.5 6.1.2.CivicsPI.3 6.1.2.CivicsPD.2 6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3 6.1.2.CivicsPR.4 6.1.2.CivicsCM.1 6.1.2.CivicsCM.3</p>	<p>What are our rights, responsibilities, and rules in our school community?</p> <p>How do we respect others within our school community?</p>	<p>different responsibilities</p> <ul style="list-style-type: none"> <li>■ Rules are important</li> <li>■ Rules and routines keep people safe and healthy</li> <li>■ Students can help to create classroom rules</li> </ul>			
<p>6.1.2.Geo.SV.1 6.1.2.Geo.SV.2 6.1.2.Geo.SV.3 6.1.2.Geo.SV.4</p>	<p>How do we use maps and globes to locate the places where people live and work?</p> <p>How do geography and location affect communities?</p>	<ul style="list-style-type: none"> <li>■ Members of a classroom deserve to be heard and deserve respect</li> <li>■ Our school community has a school promise, a song, a mascot, and common expectations</li> <li>■ Considerate classmates are good citizens</li> <li>■ People learn in different ways</li> <li>■ People have various talents and abilities</li> <li>■ People change and grow as learners</li> </ul>			
<p>6.1.2.CivicsPI.2 6.1.2.EconEM.2</p>	<p>How do we use maps and globes to locate the places where people live and work?</p> <p>How do geography and location affect communities?</p> <p>What are some responsibilities and roles of the people of our community? (community workers)</p>	<ul style="list-style-type: none"> <li>■ Places in the classroom can be located using directions</li> <li>■ Places in the school and neighborhood can be located using directions</li> <li>■ A globe represents the Earth</li> <li>■ Maps can be used to represent places</li> <li>■ Places and regions can be located on a map or globe</li> <li>■ Schools are located in neighborhoods</li> <li>■ Schools, communities, or neighborhoods can be represented and located on a map</li> <li>■ Communities have unique features and special purpose buildings (homes, schools, businesses, places of worship, libraries, parks, leaders, police/fire station, museums, hospitals)</li> <li>■ Communities have rules and routines (garbage collection, street signs, crossing the street)</li> <li>■ Residents pay for goods and services</li> <li>■ People work in neighborhoods and have different jobs and responsibilities (police, store owners, sanitation workers, firefighters)</li> <li>■ People in neighborhoods rely on each other for goods, services, and assistance</li> </ul>			

# Robbinsville Public Schools

## Unit #2: Self and Others: Individual Development and Cultural Identity

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The United States of America has unique traditions, beliefs, holidays, and symbols.</li> <li>● Many cultures have made contributions to our lives today.</li> <li>● We respect different cultures by learning about them and understanding their perspective.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How are people the same and different?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>Speaking and Listening NJSLA.SL.4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <i>Example:</i> Students will present their child of the day project to the class.</p> <p><b>Comprehensive Health and Physical Education 2.2.2.C.1</b> Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others. <i>Example:</i> Students will share their own characteristics and compare them to those of their classmates.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.CivicsCM.3	How are members of our community alike and different?	<ul style="list-style-type: none"> <li>■ People have physical characteristics: height, eye and hair color, age, race/ethnicity, gender, etc.</li> <li>■ People change over time</li> <li>■ Individuals have likes, dislikes, talents and skills</li> <li>■ Personal experiences help us connect to others (activities, traditions, celebrations, etc.)</li> <li>■ Personal experiences are shared by family members and friends</li> <li>■ People share common characteristics</li> <li>■ People exhibit differences</li> <li>■ People are unique and diverse</li> <li>■ People share ethnicity, culture and religion</li> <li>■ People speak a native language</li> <li>■ Cultural groups share traditions, beliefs, religions, and holidays</li> <li>■ Communities/organizations identify/elect leaders</li> <li>■ The United States is comprised of diverse cultural groups</li> <li>■ The United States can be located on a map (states, land and water masses)</li> </ul>	Mini-lessons Whole class discussion Activity sort(s) Read alouds Maps/photos Student-generated anchor charts Illustrations/stories	<div>  <b>Star Student Template</b> </div> <div> <a href="#">Information on Creating Timelines</a> </div> <div>  <b>SS curriculum resour...</b> </div> <div>Celebrating New Jersey student companion</div> <div> <a href="#">National Geographic Map Skills for Elementary Students</a> </div> <div>Google Maps</div> <div> <a href="#">Classroom Resources</a> </div>	Venn Diagram Child of the day presentations Drawing/writing facts Personal timeline Checklists Recordings Hand signals Turn and Talk Observation Exit Tickets
6.1.2.CivicsDP.3	How do members of our community share their cultural traditions, beliefs, and holidays?				
6.1.2.CivicsDP.1					




6.1.2.CivicsDP.3 6.1.2.CivicsPI.6 6.1.2.HistorySE.1 6.1.2.HistorySE.3 6.1.2.Geo.HE.3	What are some symbols and traditions we all share, living in the United States?	<ul style="list-style-type: none"> <li>■ Schools, neighborhoods, cities are part of the United States</li> <li>■ New Jersey is part of the United States</li> <li>■ The United States is made up of many different states</li> <li>■ Important symbols of the U.S. (flag, Liberty Bell, bald eagle, etc.)</li> <li>■ U.S. residents recite the Pledge of Allegiance</li> <li>■ The U.S. flag has parts (stars and stripes)</li> <li>■ Americans share patriotic songs (“The Star Spangled Banner,” “This Land is Your Land,” “America the Beautiful”)</li> <li>■ The president is the leader of the U.S.</li> <li>■ Washington D.C. is the capital of the U.S.</li> <li>■ U.S. residents celebrate national holidays (Independence Day, Labor Day, Memorial Day, Thanksgiving, etc.)</li> </ul>		<a href="#">Who Am I Elementary Resources</a>  <a href="#">PBS Learning Media</a>	
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## Robbinsville Public Schools

### Unit #3: Families, Change and Time

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Basic family needs remain constant across time and place.</li> <li>• Technology and transportation have changed the way families live, work, and play.</li> <li>• Families are alike and families are different from families long ago.</li> <li>• Traditions and celebrations began in families long ago.</li> <li>• Events happen in order over time.</li> <li>• Families choose where to live in the world.</li> <li>• Families live all over the world.</li> <li>• The way families live depends on where they live.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How are families the same and different?</li> <li>• Why do people live in some places but not others?</li> <li>• How does where people live affect their daily lives?</li> </ul>
<b>Interdisciplinary Connections</b>	
<b>Comprehensive Health and Physical Education 2.4.2.A.1</b> Compare and contrast different kinds of families locally and globally. <i>Example:</i> Students will learn about various family structures.	
<b>Science K-ESS3-1</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <i>Example:</i> Students will explore how the environment affects family and community life.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.EconET.1 6.1.2.CivicsCM.2	What is a family?	<ul style="list-style-type: none"> <li>■ Families are made up of members</li> <li>■ Families can have a variety of structures (immediate and extended family)</li> <li>■ Families are diverse</li> <li>■ Family members may or may not live together</li> <li>■ Families work together to solve problems</li> <li>■ Families have basic needs and wants (Shelter, food, clothing, safety, economic decisions, etc.)</li> <li>■ Family members have different jobs and responsibilities</li> <li>■ Family members care for and help each other</li> <li>■ Family members rely on each other</li> <li>■ Family members make choices to meet their needs and wants</li> </ul>	Mini-lessons Whole class discussion Activity sort(s) Read alouds Maps/photos Student-generated anchor charts Illustrations/stories	 SS curriculum resour...  <a href="#">National Geographic Map Skills for Elementary Students</a>  Google Maps  <a href="#">Classroom Resources</a>  <a href="#">Who Am I Elementary Resources</a>  <a href="#">PBS Learning Media</a>	Venn Diagram Drawing/writing facts Personal timeline Checklists Recordings Hand signals Turn and Talk Observation Exit Tickets
6.1.2.EconET.1	What are the basic needs of all families?				

6.1.2.EconET.2	How do families meet their wants and needs?	<ul style="list-style-type: none"> <li>■ Families plan for the future (schooling, finances, vacations, etc.)</li> <li>■ Families use transportation to go to live, work, and play</li> <li>■ Families have diverse cultures and customs</li> <li>■ Families share customs, beliefs, and values</li> <li>■ Families celebrate in different ways</li> <li>■ Families celebrate important days together (birthdays, Mother's Day, etc.)</li> <li>■ All families have a history or past</li> <li>■ Families recount events using sequence words (first, yesterday, last year, etc.)</li> <li>■ Families change over time</li> <li>■ Family history can be shared (names, family trees, letters, old photographs, etc.)</li> <li>■ Family histories can be recorded</li> <li>■ Families have a cultural heritage</li> <li>■ Family histories may have started in other states/countries</li> <li>■ Family stories are passed down from one generation to another</li> <li>■ Families share folktales, legends, oral histories, and music</li> <li>■ Families have traditional foods/recipes that reflect their culture</li> <li>■ Families share traditions</li> <li>■ Families that live in other parts of the world may live differently than families in our community</li> <li>■ People deserve respect and understanding</li> <li>■ Communities reflect the languages and traditions of the people who live there</li> <li>■ Physical environment affects the way people live</li> <li>■ Physical features of a community can be changed by climate, weather</li> <li>■ People can change their environment</li> </ul>			
6.1.2.CivicsDP.3 6.1.2.Geo.GI.1	How do families live, work, and play?				
6.1.2.HistoryCC.1 6.1.2.HistoryCC.2 6.1.2.HistoryCC.3	How are families today different from families long ago?				
6.1.2.GeoPP.1 6.1.2.Geo.SV.1	How are families that live far away different from families that live here?				
6.1.2.Geo.HE.1	How does the environment (climate, natural resources, weather) affect family and community life?				



### General Differentiated Instruction Strategies

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| <ul style="list-style-type: none"> <li>● Leveled texts</li> <li>● Chunking texts</li> <li>● Choice board</li> <li>● Socratic Seminar</li> <li>● Tiered Instruction</li> <li>● Small group instruction</li> <li>● Guided Reading</li> <li>● Sentence starters/frames</li> <li>● Writing scaffolds</li> <li>● Tangible items/pictures</li> <li>● Adjust length of assignment</li> </ul> | <ul style="list-style-type: none"> <li>● Repeat, reword directions</li> <li>● Brain breaks and movement breaks</li> <li>● Brief and concrete directions</li> <li>● Checklists for tasks</li> <li>● Graphic organizers</li> <li>● Assistive technology (spell check, voice to type)</li> <li>● Study guides</li> <li>● Tiered learning stations</li> <li>● Tiered questioning</li> <li>● Data-driven student partnerships</li> <li>● Extra time</li> </ul> |
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### Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide advance notice for transitions</li> <li>● Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>