

Englewood Public School District
Social Studies
KINDERGARTEN
Unit 1
Being a Good Citizen, Hispanic Heritage Month, and Acceptance

Overview: Students will explore what makes a rule or law appropriate and how rules and laws keep everyone happy and safe. Students will demonstrate an understanding of classroom rules and routine by being respectful and responsible in the classroom. Students will also learn about the Hispanic culture past and present, Spanish speaking countries and flags. To wrap up the unit, students will focus on the value of acceptance.

Time Frame: 35 to 45 days

Enduring Understandings:

- *Following the rules helps keep everyone safe and happy.*
- *Students have a responsibility to be good members of their school community.*
- *Students must be respectful and work appropriately with others.*
- *How groups of people behave influences and identifies their culture.*
- *Students will learn to value diversity by learning to work collaboratively to learn about Hispanic heritage and Hispanic countries.*
- *Acceptance is an important part of being a good friend.*

Essential Questions:

- *Why do we have rules at school?*
- *How does having classroom tasks and jobs help us develop responsibility?*
- *How should we behave when working with a partner or in a small group?*
- *What makes a rule or a law fair?*
- *Why is it important to be honest?*
- *How can we solve problems that are unfair or discriminatory?*
- *How do we recognize and respect diverse cultures?*
- *Why do people have different roles in our family and community?*
- *Why is it important to value our differences?*

Standards

Topics and Objectives

Activities

Materials/Resources

Assessments

<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>Topics:</p> <p>Good Citizenship</p> <p>Hispanic Heritage Month</p>	<p>Following a teacher-led vocabulary lesson, students will create a visual social studies glossary of terms related to unit 1. (8.1.2.A.1)</p>	<p>Materials/Resources:</p> <p>Poster board or large white construction paper or butcher paper</p>	<p>Unit Benchmark Assessment:</p> <ul style="list-style-type: none"> Exact Path
<p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p>	<p>Objectives:</p> <p>Students will identify an issue of concern to them at school.</p>	<p>As a whole class, students will learn all about being together and the different groups that help define us and our community. Students will create a class “Good Citizen Traits” chart. (8.1.2.A.1)</p>	<p>Markers, crayons</p> <p>Magazines or pictures printed from the computer</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Instructors confer with students to investigate their knowledge of citizenship. Instructors confer with students to investigate their knowledge of acceptance.
<p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p>	<p>Students will recognize how conflicts in the classroom can be appropriately resolved.</p>	<p>As a whole class students will learn how people get along. The class will hear a read aloud of the Rainbow Fish, and then talk about Do’s and Don’ts of being a good citizen and friend. (CRP2, CRP4, CRP8)</p>	<p>Glossary-Personal Word Wall (words or pictures)</p> <p>Add words to class Word Wall</p>	<p>Summative Assessment:</p> <p>Students will create and present good citizen posters</p>
<p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.</p>	<p>Students will distinguish between rules and consequences.</p>	<p>As a whole class, students will review classroom rules and then talk about the rules for the entire school. Students will walk around school and discuss how rules are different depending on the room or location they are in (e.g. library, playground, lunchroom, classroom). (9.2.4.A.2)</p>	<p>Literature:</p> <p><i>A Rainbow of Friends</i> by P.K. Hallinan</p> <p><i>We are Different We are the Same</i> by Bobbi Kates</p> <p><i>No, David!</i> by David Shannon; Scholastic, 1998.</p> <p><i>Rules and Laws</i> by Ann-Marie Kishel; Lerner, 2007.</p>	<p>Students will match their Latin American flag to their respective country via a digital game</p>
	<p>Students will give examples of fair decisions.</p>		<p>Signs in Our World by John Searcy</p>	<p>Alternative Assessment:</p> <p>Teacher observation and anecdotal notes</p>
	<p>Students will ask appropriate questions</p>		<p><i>Tortillitas para Mamá and Other Nursery Rhymes, Spanish and</i></p>	<p>Students will respond to oral questioning and retell the events that took place in the videos and/or read-alouds</p>

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

related to a classroom situation.

Students will state their own viewpoint related to a school concern.

Students will identify their role as a family member, classroom member, and community member.

Students will recognize that people are different and have unique cultures that should be respected and treated fairly.

Students will recognize that many Hispanic Americans have made important contributions to our culture and society.

The class will discuss the following problems that arise and how they would solve the problems:

1. Two people want to sit in the green chair. What is a good solution?
2. Carly waited a long time to start her picture. The others are ready to move onto a new activity, but they must wait for her to finish. What is a good solution? (CRP4)

Students will read about ways they can help around their school and neighborhood. The class will develop a list of ways they can help at school, home, and in the community. (NJLSA.R2, K-ESS3-3)

Students will learn about laws in their community and why laws are important. Students will work in pairs to discuss the following:

1. Why do we need laws?
2. What would happen if we did not have

English by Margot C. Griego; Henry Holt, 1988.

Too Many Tamales by Gary Soto; Putnam & Grosset, 1993.

Web-based Resources:
Community Membership:
https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/completely_kinder/13.%20K%20Health%20Unit%203%20FINAL.pdf

Scholastic.com: *All Together Now* by Billy E. Gober, Ed.D.
<https://www.scholastic.com/teachers/articles/teaching-content/all-together-now-0/>

Scholastic.com: *Creating our Class Rules*
<https://www.scholastic.com/teachers/lesson-plans/teaching-content/creating-our-class-rules/>

Helping the Community
<https://www.scholastic.com/parents/family-life/parent-child/10-fun->

Students will participate in class discussions

any laws in our community?

(RI.K.1)

Class will read the fable *The Ant and the Grasshopper* and discuss what happened to each insect in the wintertime and explain which one was a good citizen. **(NJLSA.R2, RI.K.2)**

Project Based Learning:
Students will work in pairs to create Good Citizen Posters. First, they will talk about ways to be a good citizen at home, school, and in their community. Students will then make a poster showing one way to be a good citizen. Students will present their posters to the class. **(8.1.2.B.1, 8.1.2.E.1, CRP2, CRP4, CRP8)**

As an introduction the Hispanic Heritage Month, students will watch a short video about Hispanics Past and Present. **(NJLSA.R7)**

In order to study Hispanic heritage, students will create flags of different Spanish speaking cultures and

community-giving-ideas.html

Me You and the Community Video
<https://www.bing.com/videos/search?q=books+about+way+skids+can+help+in+their+community&&view=detail&mid=93EA669C2CA968AC6BF393EA669C2CA968AC6BF3&&FORM=VRDGAR>

Tolerance Resources
<https://www.tolerance.org/learning-plan/citizens-and-government-in-our-diverse-community>

Laws in our Community
<https://www.brighthubeducation.com/pre-k-and-k-lesson-plans/127843-why-do-we-have-rules/>

The Ant and the Grasshopper
<https://www.dltk-teach.com/fables/grasshopper/mstory.htm>

YouTube: Hispanic Heritage Month-Hispanics Past and Present

countries represented in Englewood.

<https://www.youtube.com/watch?v=hgag0UEX4&feature=youtu.be>

Students will study a map of Latin-American countries and match their flag to that country.

Flag Coloring Sheets
<http://www.spanish411.net/resources/FlagColoringSheets.pdf>

Ducksters Education Site
Geography Games: Flags of South America
https://www.ducksters.com/games/south_america_flags_map_game.php



Lesson:

Web-based Resources:
Holocaust (RE: N.J.S.A. 18A:35-28,

Formative Assessment:
Instructors confer with students to investigate their knowledge of acceptance and comparing/contrasting.

Holocaust

Objective:

Students will recognize that people are different and have unique cultures that should be respected and treated fairly.

Students will demonstrate an understanding that each one of us is unique and special.

Students will compare self to others.

Students will analyze themes in literature, including acceptance, respect, trust, friendship, and open-mindedness.

Use a children's literature selection to prompt a discussion of how people:

- are alike/different
- speak different languages
- have physical differences
- play different games
- eat different foods
- wear different clothes
- have different religious beliefs, etc.

Create a chart of student responses.

Questions may focus on students and how they would feel if they were treated differently than others. What can students do or say to include others?

Holocaust/Genocide Education)
<https://nj.gov/education/holocaust/curriculum/>

It's ok to be Different by Todd Parr
<https://www.youtube.com/watch?v=shYf3prwXJU>

The Ugly Duckling by Hans Christian Anderson
<https://www.youtube.com/watch?v=xPZjvAGrigU>

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

<https://wida.wisc.edu/teach/can-do/descriptors>

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure. Student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label Social Studies and classroom materials
- Word walls
- Use visuals
- Provide peer tutoring

Special Education

- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful

At-Risk

- Using visual demonstrations, illustrations, and models
- Allow extra time to complete assignments or tests
- Peer modeling
- Teacher modeling
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction
- Ask open-ended questions
- Use centers and group

<ul style="list-style-type: none"> ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. 	<p>visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<p>students according to ability and interest</p> <ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students
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	<p>Braille, or audio books</p> <ul style="list-style-type: none"> ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
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Integration of 21st Century Standards NJSL 9:

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

Interdisciplinary Connections:

ELA - NJSL/ELA:

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.K.1 With prompting and support, ask and answer questions about details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

Integration of Technology Standards NJSL 8:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Vocabulary: Acceptance, Brave, Citizen, Community, Cooperate, Fair, Honesty, Laws, Prejudice, Problem, Respect, Responsible, Rule, Solution, Hispanic Heritage Month

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KINDERGARTEN
Unit 2
Holidays, Seasons, Leaders and Community Jobs

Overview: In this unit, students will learn about national American Holidays and how they are celebrated, the seasons, and Martin Luther King. Students will learn the meaning of holiday traditions and explore the fall and early winter holidays. Students will also learn about the contributions Martin Luther King Jr. made to our society. Lastly, students will explore the four seasons and learn why people work.

Time Frame: 35 to 45 days

Enduring Understandings:

- *There are four seasons with distinct features and weather patterns.*
- *During November, December, and January, we celebrate a variety of national holidays.*
- *Martin Luther King Jr. was an inspirational and influential leader who helped to change our nation.*
- *People work in many different types of jobs in order to achieve different goals in life.*

Essential Questions:

- *What national holidays do we recognize and why do we celebrate these holidays?*
- *Why is it important to learn about American customs/traditions?*
- *What are the four seasons?*
- *How did Martin Luther King Jr. influence our nation?*
- *Why do people work?*

Standards	Topics and Objectives	Activities	Materials/Resources	Assessments
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	Topics			
	Holidays	Following a teacher-led vocabulary lesson, students will create a visual social studies glossary of terms related to Unit 2. (8.1.2.A.1)	Materials/Resources: Calendar printouts and Stickers	Unit Benchmark Assessment: <ul style="list-style-type: none"> • Exact Path
	Seasons		Glossary-Personal Word Wall (words or pictures)	Formative Assessment: <ul style="list-style-type: none"> • Instructors confer with students to
	Martin Luther King Jr.	Students will read and learn about the unique traditions of each Winter Holiday	Add words to class Word Wall	
	Jobs and Careers			

<p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>	<p>Objectives</p> <p>Students will describe different holidays and their traditions.</p>	<p>(Christmas, Kwanzaa, Hanukkah, Winter Solstice, New Year's, St. Lucia Day, and The Three King's Day) and Thanksgiving. (NJLSA.R2, NJLSA.R7, RI.K.1)</p>	<p>Supplies: yarn or string, clip art images printed out, scissors, glue, tape, blue cardstock paper, cotton balls, paper rolls, paint, paintbrushes, construction paper and snowflake punch</p>	<p>investigate their knowledge of citizenship</p> <ul style="list-style-type: none"> • Questioning about holidays and the four seasons
<p>6.1.4.A.10 Describe how actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p>Students will identify the reasons for national American holidays.</p>	<p>The class will look at a calendar and learn all the days of the year, which have a national holiday. Students will work with a partner to place stickers on important dates of the calendar. (8.1.2.E.1, 8.1.2.B.1, CRP4, CRP2)</p>	<p>Literature: <i>How Do You Say It Today, Jesse Bear?</i> By Nancy White Carlstrom <i>Chicken Soup With Rice</i> By Maurice Sendak <i>How Santa Got his Job</i> by Stephen Krensky</p>	<p>Summative Assessment:</p> <p>Students will create four seasons poster</p>
<p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>Students will identify how the celebration of each holiday ties the nation together.</p>	<p>Project based learning: Students will use clipart to create a winter holiday mobile. The mobile will include images from all the late fall and early winter holidays. (8.1.2.B.1)</p>	<p><i>The Sounds of Kwanzaa</i> by Dimitrea Tokunbo <i>Hoppy Hanukkah!</i> by Linda Glaser</p>	<p>Students will create a holiday mobile</p> <p>Students will create a poster: <i>What Will I Be When I Grow Up?</i></p>
<p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p>	<p>Students will discover similarities and differences in celebrations.</p>	<p>Students will read about parades and discuss if they have been to parades that celebrated Labor Day, Veteran's, Thanksgiving, Christmas, New Year's, Independence Day or Memorial Day. (RI.K.1, RI.K.2)</p>	<p><i>Happy Birthday Martin Luther King</i> by Jena Marzollo <i>Martin's Big Words: The Life of Martin Luther King Jr.</i> by Doreen Rappaport <i>I am Jackie Robinson</i> by Brad Meltzer</p>	<p>Alternative Assessment:</p> <p>Teacher observation and anecdotal notes</p>
	<p>Students will explain Martin</p>	<p>Students will learn about Martin Luther King Jr. and</p>	<p><i>Whose Hands Are These? A Community Helper Guessing</i></p>	<p>Class participation</p> <p>Students will respond to oral questioning and retell the events that took place in the videos and/or read-a-louds</p>

<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p>Luther King, Jr.'s importance in our country's history.</p>	<p>the contributions he made to this country and why he is honored today. (9.2.4.A.2)</p>	<p><i>Book</i> by Miranda Paul; Millbrook Press, 2016.</p>	<p>Students will participate in class discussions</p>
<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p>Students will discuss the why there is a holiday to celebrate Martin Luther King, Jr.</p>	<p>Students will read about and discuss the many ways we honor important people (e.g. on money, via monuments, names of streets, names of school, statues, memorials, cities or towns). (CRP4, RI.K.1, RI.K.2)</p>	<p><i>The Bernstein Bears' Trouble with Money</i> by Stan</p>	<p>Berenstain; Random House, 2009.</p>
<p>9.2.4.A.3 Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.</p>	<p>Students will identify why people work.</p>	<p>Students will read about the different workers at school and what they do. They will then discuss where school workers do their job. (CRP2, NJSLA.R7, 9.2.4.A.4)</p>	<p><i>School's First Day of School</i> by Adam Rex; Roaring Brook Press, 2016.</p>	<p><i>Police Officers on Patrol</i> by Kersten Hamilton; Viking Books, 2009.</p>
<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Students will identify and describe different types of jobs and careers.</p>	<p>Students will read about community workers and the different jobs they do. They will discuss the different places people work in their community. (NJSLA.R2, CRP4)</p>	<p><i>I Want to Be a Chef</i> by Dan Liebman; Firefly Books, 2013</p>	<p><i>Caps, Hats, Socks, and Mittens: A Book About the Four Seasons</i> by Louise W. Borden</p>
	<p>Students identify and describe the seasons (fall, winter, spring and summer).</p>	<p>Students will brainstorm why people work and create a class list with their reasons. (CRP2, CRP4, CRP8)</p>	<p><i>A Busy Year</i> by Leo Lionni</p>	<p><i>What Will the Weather Be Like Today?</i> By Paul Rogers</p>
		<p>Project Based Learning; Students will create a poster entitled <i>What Will I Be</i></p>	<p><i>What Will the Weather Be Like Today?</i> By Paul Rogers</p>	<p>Web-based Resources:</p>

When I Grow Up. They will find digital pictures online or in magazines and choose a career they want. Students will add illustrations and labels and present their books to the class. **(CRP2, CRP4, CRP8, 8.1.2.B.1)**

As an introduction to Jobs, students will watch a short video where they will learn about jobs via an alphabet occupation song. **(RF.K.1.D.)**

As an introduction to this unit, students will watch a short video about the four seasons. **(CRP2, CRP4, CRP8)**

Students will read books about the four seasons. Students will create a class graph throughout the school year about what the weather is like in each season. Students will compare the seasons to determine which season had the most rainfall and the least rainfall. **(K.MD.A.2, MP.6, MP.7)**

Project Based Learning

Students will read, *A Busy Year* by Leo Lionni
Students will create and

How to Teach About Holidays and History
<https://www.teacher.org/resource/teaching-holidays/>

Free Printable Custom Calendars:
<http://www.dltk-cards.com/calendar/>

Scholastic.com-Teaching Content with Clip Art
<https://www.scholastic.com/teachers/activities/teaching-content/clip-art-and-images-celebrate-winter-holidays-activity/>

Martin Luther King and His Dream Video
<https://www.youtube.com/watch?v=k6Au81aHuSg>

Martin Luther King, Jr. And Me: Identifying with s Hero
<http://www.readwritethink.org/classroom-resources/lesson-plans/martin-luther-king-identifying-257.html>

MLK Centers
<https://www.preschool-plan-it.com/martin-luther-king.html>

Teaching About Martin Luther King Junior in Kindergarten

color in a tree in all four seasons.



<http://www.teachingace.com/teaching-about-martin-luther-king-junior-in-kindergarten>

First Grade Timelines

<https://www.youtube.com/watch?v=vJcCqzVewlY&feature=youtu.be>

Alphabet Occupations

<https://www.youtube.com/watch?v=r6Oxqyd5qUw&feature=youtu.be>

Seasons Song

<https://www.youtube.com/watch?v=8ZjpI6fgYSY>

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choice.

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- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label Social Studies and classroom materials
- Word walls
- Use visuals
- Provide peer tutoring
- Chants, songs, choral reading
- Work toward longer passages as skills in English increase
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Preferential seating
- Small group instruction
- Use audio books
- Allow extra time to complete assignments or tests
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing

Special Education

- Utilize modifications & accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
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At-Risk

- Using visual demonstrations, illustrations, and models
- Allow extra time to complete assignments or tests
- Peer modeling
- Teacher modeling
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
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- Oral prompts can be given.
- Allow answers to be given orally or dictated

Gifted and Talented

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- Independent study
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- Real world scenarios
- Student Driven Instruction
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- Organize and offer flexible small group learning activities
- Use centers, contracts, or stations
- Debrief students

<ul style="list-style-type: none"> ● Oral prompts can be given. 	<p>concepts</p> <ul style="list-style-type: none"> ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
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Integration of 21st Century Standards NJSL 9:

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

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

Interdisciplinary Connections:

ELA - NJSL/ELA:

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.K.1 With prompting and support, ask and answer questions about details in a text.

RI.K.2 With Prompting and Support, identify the main topic and key details of a text.

RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.

Math:

K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

Integration of Technology Standards NJSL 8:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Vocabulary: Holidays, traditions, Thanksgiving, Christmas, Hanukkah, New Year's Day, Martin Luther King Jr., Martin Luther King Jr. Day, Winter, Spring, Summer, Fall, Cold, Snowy, Icy, Freezing, Windy, Sunny, Rainy, Cool, Warm, Hot, Jobs, Careers, Carpenter, Firefighter, Goods, Job, Mechanic, Money, Nurse, Police Officer, Principal, Services, Teacher, Worker

Englewood Public School District

Social Studies

KINDERGARTEN

Unit 3

Influential Leaders: Black History Month, Women's History Month, Neighborhoods and Friendship

Overview: In this unit, students will learn about influential African Americans and Women, who helped form our great nation. Students will explore their neighborhood and the types of buildings, businesses, and people located in the community. Students will learn map skills and develop awareness of the physical features of neighborhoods and communities. Students will also understand the importance of friendship.

Time Frame: 35 to 45 days

Enduring Understandings:

- *Identify and describe influential African Americans*
- *Identify and describe influential Women.*
- *A neighborhood is a place where people interact with one another in many ways.*
- *There are different kinds of communities. (family, school, neighborhood)*
- *Having good friends is valuable.*

Essential Questions:

- *Why do we celebrate Black History Month?*
- *Who are some influential African Americans?*
- *Why do we celebrate Women’s History Month?*
- *Who are some influential women in history?*
- *What does a neighborhood look like?*
- *Why do people have different roles in our community?*
- *Why is it important to be a good friend?*

Standards	Topics and Objectives	Activities	Materials/Resources	Assessments
6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	<p>Topics</p> <p>African American Month</p> <p>Women’s History Month</p> <p>Neighborhoods</p> <p>Friendship</p>	<p>Following a teacher-led vocabulary lesson, students will create a visual social studies glossary of terms related to unit 3. (8.1.2.A.1, CRP2)</p> <p>As an introduction to this unit, students will watch a short video about Black History Month. Following</p>	<p>Materials/Resources:</p> <p>Glossary: Influential African Americans and Women’s History Month Glossary- Personal Word Wall (words or pictures)</p> <p>Add words to class Word Wall</p> <p>Literature:</p>	<p>Unit Benchmark Assessment:</p> <ul style="list-style-type: none"> • Exact Path <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Instructors confer with students to

<p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p>Objectives</p> <p>Students will learn facts about African American history and answer questions about those facts.</p>	<p>the video, students will discuss why we celebrate Black History Month. (CRP2, CRP4, CRP8)</p> <p>Students will watch a video to learn about Ruby Bridges and terms related to segregation. Following the video, students will discuss why Ruby Bridges was an influential African American. (CRP2, CRP4)</p>	<p><i>The Story of Ruby Bridges</i> by Robert Coles</p> <p><i>If A Bus Could Talk</i> by Faith Ringgold</p> <p><i>Our Children Can Soar: A Celebration of Rosa, Barack, and the Pioneers of Change</i> by Michelle Cook</p>	<p>investigate their knowledge of citizenship</p> <ul style="list-style-type: none"> Instructors confer with students to investigate their knowledge of friendship
<p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p>	<p>Students will learn about influential African American leaders.</p> <p>Students will learn about women’s History Month and influential women.</p>	<p>Students will watch a video about Thurgood Marshall. Following the video, students will discuss why Thurgood Marshall was an influential African American. (9.2.4.A.2, CRP4)</p>	<p><i>I Am Rosa Parks</i> by Brad Meltzer</p> <p><i>Shaking Things Up: 14 Young Women Who Changed the World</i> by Susan Hood</p> <p><i>Little Leaders: Bold Women in Black History</i> by Vashti Harrison</p>	<p>Summative Assessment:</p> <p>Students will create a picture glossary for unit vocabulary</p> <p>Build a neighborhood model</p>
<p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p>	<p>Student will write questions they want to ask an influential leader they admire.</p>	<p>Students will read about influential women and the impact they had on our country. Then students will color in cards of influential modern women. (9.2.4.A.2, RI.K.1, RI.K.2)</p>	<p><i>Frida Kahlo: The Artist who Painted Herself</i> by Margaret Frith</p> <p><i>Ladies of Liberty: The Women Who Shaped Our Nation</i> by Cokie Roberts</p>	<p>Alternative Assessment:</p> <p>Teacher observation and anecdotal notes</p> <p>Class participation</p>
<p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state,</p>	<p>Students will create a class definition of neighborhood after reading stories and looking at pictures that depict neighborhoods.</p>	<p>Students will watch a video about Susan B. Anthony. Following the video, students will discuss why she was an influential leader. (CRP4)</p>	<p><i>Lucy in the City: A Story About Developing Spatial Thinking Skills</i> by Julie Dillemath; Magination Press, 2015.</p> <p><i>The Listening Walk</i> by Paul Showers; HarperCollins,</p>	<p>Students will respond to oral questioning and retell the events that took place in the videos and/or read-a-louds</p> <p>Students will participate in class discussions</p>

national, and global challenges.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

2.4.2.A.3 Determine the factors that contribute to healthy relationships.

Students will identify features of their neighborhood.

Students will watch a video about Hellen Keller. Following the video, students will discuss why she was an influential woman. **(9.2.4.A.2)**

Students will read and summarize information about city, town, neighborhoods, and transportation in neighborhoods. **(NJSLA.R2)**

Create a list of the different types of transportation in Englewood. **(CRP4)**

Students will read about places where they can shop and eat. Work with a partner to answer: Where can you shop and eat in your neighborhood? **(CRP4)**

Students will read about where people can get help in their neighborhood. They will learn about the various people and jobs that can help them. They will read about civic workers and medical professionals. **(9.2.4.A.2)**

1993.

Last Stop on Market Street by Matt de la Peña; G.P. Putnam's Sons, 2015.

Maybe Something Beautiful: How Art Transformed a Neighborhood by F. Isabel Campoy and Theresa Howell; Harcourt Houghton Mifflin, 2016.

On Market Street by Arnold Lobel; Greenwillow Books, 2006.

Curious George's Neighborhood: A Lift-the-Flap Adventure by H.A. Rey; Houghton Mifflin Harcourt, 2004.

Home by Jeannie Baker; Greenwillow Books, 2004.

Web-based Resources:

Kids Explain Black History Month
<https://www.youtube.com/watch?v=Lzt3gFgYVYk&feature=youtu.be>

Students will name and talk about one famous African American

Students will name and talk about one famous woman in history

Project Based Learning:

Building a neighborhood model

Students will talk about what's in your neighborhood. Mention the school, houses, banks, and supermarkets. Note places where people can get help and places where people gather. Also note physical features in the neighborhood. Discuss ways people move around the neighborhood. Explain that children can show all these things in a model or on a map. Have one group of students use art materials to construct a model of the neighborhood. Together, decide where to place each part of the model. Have another group of children draw maps to show the same places and features of the neighborhood. Remind children to use symbols to show the location of places on their map and to create a map legend to explain what each symbol represents. **(CRP2, CRP4, CRP8)**

Black History Month for Kids / Social Studies Story Video for Children

<https://www.youtube.com/watch?v=0ryXqoXPkbo&feature=youtu.be>

Ruby Bridges for Kids / Social Studies Story Video for Children

(skip to 2:20 seconds into the video to skip the introduction)

<https://www.youtube.com/watch?v=sytZGGs5sRs&feature=youtu.be>

Thurgood Marshall for Kids / Social Studies Story Video for Children

<https://www.youtube.com/watch?v=pgP5tUNjyzQ&feature=youtu.be>

Susan B. Anthony Biography for Kids/ Classroom Edition

<https://www.youtube.com/watch?v=tbnIwzUxOIA&feature=youtu.be>

Helen Keller For Kids

<https://www.youtube.com/watch?v=KTOabF4CXsw&feature=youtu.be>

(Start the video at 1:00)

Lesson:

Students will create an Amistad Friendship chain

Amistad: Complete a Venn diagram and compare how you fill your bucket to how you can fill someone else's bucket.

NJ Amistad

<https://nj.gov/education/amistad/about.htm>

Friendship (Amistad)

Activity:

<https://www.education.com/activity/friendship+amistad+chain/>

Amistad

Complete a Venn diagram:

<https://40somethingfirsttimebride.files.wordpress.com/2014/12/pic-of-venn-diagram.gif>

Literature:

Fill a Bucket: A Guide to Daily Happiness for Young Children by Carol McCloud and Katherine Martin

How Full Is Your Bucket? For Kids by Mary Reckmeyer

Formative Assessment:

- Instructors confer with students to investigate their knowledge of friendship



Amistad (Friendship):

Objectives:

Students will understand the importance of Amistad (Friendship).

Students will explain what it means to be a friend.

Students will analyze themes in literature, including acceptance, friendship, and open-mindedness.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

<https://wida.wisc.edu/teach/can-do/descriptors>

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure. Student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid

students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label Social Studies and classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students

<ul style="list-style-type: none"> ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
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Integration of 21st Century Standards NJSL 9:

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

Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.K.1 With prompting and support, ask and answer questions about details in a text.

RI.K.2 With Prompting and Support, identify the main topic and key details of a text.

Integration of Technology Standards NJSL 8:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Vocabulary: Behind, Continent, Country, Far, In Front, Left, Map, Model, Near, Right, State, Symbol, Library, Model, Neighborhood, Principal, Route, Symbol, Traffic Sign, Transportation, Women's History Month, Equal Rights, Black History Month, Segregation, Civil Rights, Voting, Teacher, Lawyer, Supreme Court Justice

Englewood Public School District
Social Studies
KINDERGARTEN
Unit 4
Symbols, State History, and Geography

Overview: In this unit, students will learn about key historical events that have led to the development of our nation. Students will compare what life was like in the past to what life is like today. Students will also learn how creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. People belong to different groups and live in different settings around the world that can be found on a map or globe.

Time Frame: 35 to 45 days

Enduring Understandings:

- *There are many important American Symbols.*
- *Key historical events, documents, and individuals helped form our nation.*
- *Learning about the past, helps us to understand the present.*
- *Maps and globes are tools to help us learn about the geography of our city, country and world.*

Essential Questions: What are American Symbols?

- *Why is it important to learn about American customs/traditions?*
- *How has our world changed over time?*
- *How do geographical tools such as maps and globes help us learn about the world around us?*

Standards	Topics and Objectives	Activities	Materials/Resources	Assessments
6.1.4.D.4 Explain how key events led to the creation of the United States and the State of New Jersey.	<p>Topics:</p> <p>Timelines</p> <p>Symbols</p> <p>Jobs</p> <p>New Jersey</p>	As an introduction to this unit, students will watch a short video about the American Flag. Students will discuss what the stars and stripes and colors mean on the American flag. (CRP2, CRP4, CRP8)	<p>Materials/Resources:</p> <p>Personal Word Wall (words or pictures)</p> <p>Add words to class Word Wall</p> <p>Construction paper</p> <p>Paper plates</p> <p>Cardboard rolls</p>	<p>Unit Benchmark Assessment:</p> <ul style="list-style-type: none"> • Exact Path <p>Formative Assessment:</p>

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Objectives:

Students will compare what the world was like in the past and how it has changed.

Students will recognize and explain national symbols such as the Statue of Liberty, Bald Eagle, American Flag and Liberty Bell.

Students will practice and reinforce knowledge of the words of the Pledge of Allegiance daily.

Students will examine a flat world map and a globe.

Students will compare the characteristics of a map and a globe.

Following a teacher-led vocabulary lesson, students will create a visual social studies glossary of terms related to Unit 4.
(8.1.2.A.1)

As a whole class, students will learn all about American symbols including the American flag, the “Pledge of Allegiance”, and how the flag came to be. Students will practice chanting the “Pledge of Allegiance”.
(8.1.2.A.1)

As a whole class, students will learn about the national anthem and how to show respect for the National Anthem. Students will learn how to sing *The Star-Spangled Banner*. **(CRP2, CRP4, CRP8)**

Students will view pictures and items that have American symbols.

As a whole class, students will learn about the Liberty Bell. Students will measure how tall they are and compare how tall they are in comparison to The Liberty

Glue and Tape
Notebook
Pencils
Markers, crayons
Photographs and artifacts from home

Literature:

The Pledge of Allegiance by Francis Bellamy

Drum Dream Girl: How One Girl’s Courage Changed Music by Margarita Engle; Houghton Mifflin Harcourt, 2015.

Going to Town adapted from the Little House Books by Laura Ingalls Wilder; HarperCollins, 2000.

Life at Home (Then and Now) by Vicki Yates; Heinemann, Revised edition 2016.

Washday by Eve Bunting; Holiday House, 2014.

- Instructors confer with students to investigate their knowledge of citizenship.

Summative

Assessment:

Students will create personal timelines.

Students will conduct an interview of an older adult.

Students will design a way to honor an American hero.

Alternative

Assessment:

Teacher observation and anecdotal notes

Class participation

Students will respond to oral questioning and retell the events that took place in the videos and/or read-a-louds

Students will participate in class discussions

<p>Students will identify the directions: north, south, east, and west.</p>	<p>Bell and share whether they are taller or shorter. (K.MD.A.2., MP.6, MP.7)</p>	<p><i>Born and Bred in the Great Depression</i> by Jonah Winter; Random House, 2011.</p>	<p>Identify national holidays on a calendar</p>
<p>Students will locate North America on a map and a globe.</p>	<p>Students will read about the Bald Eagle and identify items where the Bald Eagle can be seen. (RI.K.1, RI.K.2, NJLSA.R7)</p>	<p><i>Design Line: Planes, Trains, and Automobiles</i> by Chris Oxlade; Big Picture Press, 2014.</p>	<p>Students will present their timelines in front of the class</p>
<p>Students will identify the difference between land and water.</p>	<p>Students will read about Mount Rushmore and learn about the four presidents honored by the monument. Students will color a picture of Mount Rushmore. (NJLSA.R2)</p>	<p><i>Before After</i> by Matthias Arégui and Anne- Margot Ramstein; Candlewick Press, 2014.</p>	<p>Students will match their vocabulary terms to pictures</p>
<p>Students will identify ways they can protect natural resources.</p>	<p>Students will read about the Statue of Liberty and then choral read <i>The Statue of Liberty, a poem for kids</i> by Paul Perro. (NJLSA.R2)</p>	<p><i>The Thanksgiving Door</i> by Debby Atwell; Houghton Mifflin Harcourt, 2003.</p>	
<p>Students will locate places on a map.</p>	<p>Students will create Statue of Liberty torches and crowns.</p>	<p><i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport; Hyperion, 2007.</p>	
<p>Students will describe natural resources and ways to protect them.</p>	<p>Students will watch a short video about timelines. Students will create their own timelines showing pictures from birth, to toddler, to kindergartener. Students will share timelines with peers. (CRP2, CRP4, CRP8)</p>	<p><i>Fifty Cents and a Dream: Young Booker T. Washington</i> by Jabari Asim; Little, Brown and Company, 2012.</p>	

Students will learn about change and timelines. They will discuss how people change from day to day. They will view digital images from the past and present to see how the world has changed over time.

(CRP4, CRP8)

Students will watch and discuss two videos about the history of the state of New Jersey, geography, and facts about New Jersey. **(RI.K.1, RI.K.2)**

After the videos, students will discuss the main symbols of New Jersey that they saw in the videos.

(RI.K.1, RI.K.2)

Students will look at a map of New Jersey and locate Bergen County.

Students will look at NJ, Englewood and then their location using Google Earth. They will compare land vs water. **(K-ESS3-3)**

Students will take a virtual field trip to the different museums in Bergen County New Jersey.

The House That George Built
by Suzanne Slade;
Charlesbridge, 2012

We March by Shane
W. Evans; Square Fish, 2016.

Fourth of July Mice! by
Bethany Roberts; Houghton
Mifflin Harcourt, 2014

Web-based Resources:

The United States Flag
Curious Kids-Made by Red
Cat Reading
<https://www.youtube.com/watch?v=Xc1tasiKf0w&feature=youtu.be>

Statue of Liberty
<http://www.history-for-kids.com/statue-of-liberty-poem.html>

National Anthem video
<https://www.youtube.com/watch?v=PWMY7Rpk5Bo>

American Symbols
<http://watchknowlearn.org/Video.aspx?VideoID=37791&CategoryID=703>

Project Based Learning:

Students will conduct an interview. Have children imagine their parents or grandparents when they were young. Ask: What do you think school was like for them? What do you think they did for fun? Suggest that children interview an older person, such as a family member, neighbor, or school worker. Ask them to find out about the person's childhood and how things were done at the time. Encourage children to bring in artifacts from the person's childhood, such as a scrapbook, clothing, or a toy. Provide time for children to share the objects and the person's memories about her or his childhood. (8.1.2.B.1, 8.1.2.E.1, CRP2, CRP4, CRP8)

Project Based Learning:

Honor a Hero

Students will learn how heroes are honored in various ways. Show children coins, postage stamps, and pictures of memorials honoring American heroes. Tell children they will be

Photos and Information about the Liberty Bell

https://kids.kiddle.co/Liberty_Bell

Photos and Information about money

<https://www.uscurrency.gov/denominations>

National Monuments, Historic Sites, and Landmarks

<https://www.youtube.com/watch?v=gMYkqpl3Xm4>

Mt. Rushmore Photos

<https://www.mtrushmorenationalmemorial.com/photos/>

Crafts for Kids: Make a Statue of Liberty Crown and Torch

<https://buggyandbuddy.com/crafts-for-kids-make-a-statue-of-liberty-crown-and-torch/>

Two Minute Tour of New

Jersey: 50 States for Kids

https://www.youtube.com/watch?v=DZ2_y70AqJ8&feature=youtu.be

New Jersey for Kids | US States Learning Video

<https://www.youtube.com/watch?v=YkYbLuG443U&feature=youtu.be>

creating a way to honor a hero. They can design a new coin, stamp, or other object. Brainstorm possibilities with children. Provide supplies, such as paper, markers, and clay. Afterward, allow time for children to share their work. Encourage them to say why they chose to honor their hero. **(8.1.2.A.1, 8.1.2.E.1, 8.1.2.B.1, CRP8, CRP2)**

NJ Map with Cities:
<https://www.enchantedlearnin.com/usa/states/newjersey/>

Maps or the World, USA, NJ:
<https://www.ducksters.com/geography/>

Bergen Museums
<https://www.co.bergen.nj.us/discovering-history/museums>

Project Based Learning:

Students will work in groups of three to create a book of American symbols. Each member will draw and label a different symbol and the teacher will help them assemble their books.

(8.1.2.B.1, 8.1.2.E.1, CRP2, CRP4, CRP8)

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –
<https://wida.wisc.edu/teach/can-do/descriptors>

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure. Student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid

students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label Social Studies and classroom materials
- Word walls
- Use visuals
- Provide peer tutoring
- Chants, songs, choral reading
- Work toward longer passages as skills in English increase
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Preferential seating
- Small group instruction
- Use audio books
- Allow extra time to complete assignments or tests
- Assign a picture or movement to vocabulary words

Special Education

- Utilize modifications & accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).
- Solidify and refine concepts through repetition.
- Change work requirements to reduce activity time

At-Risk

- Using visual demonstrations, illustrations, and models
- Allow extra time to complete assignments or tests
- Peer modeling
- Teacher modeling
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given.
- Allow answers to be given orally or dictated

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction
- Ask open-ended questions
- Use centers and group students according to ability and interest
- Create an enhanced set of introductory activities
- Organize and offer flexible small group learning activities
- Use centers, contracts, or stations
- Debrief students

<ul style="list-style-type: none"> ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
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Integration of 21st Century Standards NJSL 9:

9.1.4.F.1: Demonstrate an understanding of individual financial obligations and community financial obligations.

Interdisciplinary Connections:

ELA - NJSL/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.K.1 With prompting and support, ask and answer questions about details in a text.

RI.K.2 With Prompting and Support, identify the main topic and key details of a text.

Math:

K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute

and describe the difference.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

Integration of Technology Standards NJSL 8:

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Vocabulary: Symbol, Change, Future, History, Past, Present, Today, Tomorrow, Yesterday, Celebrate, Courage, Hero, History, Holiday, Honor, Inventor, Monument, Coin, Statue, Symbol, Patriotic, Flag, Anthem