

## KINDERGARTEN SOCIAL STUDIES



Aligned to the New Jersey Student Learning Standards

<p><b>Course Title:</b> Kindergarten Social Studies</p> <p><b>Content Area:</b> Social Studies</p> <p><b>Grade Level(s):</b> K</p> <p><b>Course Description:</b> Students will explore the world around them. They will learn about community and what it means to have good citizenship. The U.S. flag and other important symbols will be discussed as well as how those symbols bring people together as Americans. Students will explore different jobs found within the community and learn why people work. As students learn to read maps, they will explore neighborhoods, and learn how things have changed from the past to present, including jobs and schools. The unit ends with students celebrating the history and people that have helped shape America.</p> <p><b>Curriculum Writer(s):</b> Erica Dunn and the Office of Curriculum and Instruction</p> <p><b>Date Created and Approved by the Board of Education:</b> September 2022</p>
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PACING GUIDE		
Topic Number	Topic Title	Range of Days
1	Being a Good Citizen	10-12
2	American Symbols	10-15
3	Important Roles in Communities	10-12
4	Understanding Maps	10-15
5	Types of Neighborhoods	10-12
6	Past and Present	10-12
7	Celebrating History	10-12

FULL COURSE CORE INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS	
Core Instructional Materials (including primary digital resources)	<a href="#">HMH Into Social Studies</a> : The World Around Us <a href="#">HMH In the News</a>
Supplemental Materials (including various levels of texts and digital resources used regularly throughout the course)	<a href="#">NJDOE Social Studies Standards</a> <a href="#">BrainPOP Jr.</a>
Benchmark Assessments (including midterm, final, triennial, quarterly, etc.)	HMH Kids Discover Benchmark Assessments



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**TOPIC 1: BEING A GOOD CITIZEN**

**Topic Summary:** In this unit, students will discover what it means to be a good citizen. They will identify characteristics of a good citizen and discuss historical figures who model great citizenship. Through a variety of activities students will connect citizenship to positive relationships, the importance of following rules and laws, and how people can work together to find solutions to problems.

**Interdisciplinary Connections:** Literacy, Art, Music, Theater, Health, and Technology

NJSLS Number	NJSLS Content Description
NJSLS #	Content Standards
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good
<b>English Language Arts</b>	
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.10.	Actively engage in group reading activities with purpose and understanding
W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or

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	through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
	<b>Other Related Disciplines</b>
1.4.2.Pr5b	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
<b>8.2</b>	<b>Technology Education, Engineering, Design and Computational Thinking-Programming</b>
8.2.2.ETW.4	Explain how the disposal of or reusing a product affects the local and global environment.
<b>9.4</b>	<b>Life Literacies and Key Skills</b>
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
	<b>Connections to Holocaust, Amistad, LGBTQ, Disabilities, AAPI, and Climate Change Mandates</b>
	<p>Throughout this unit students will learn about citizenship, and they will learn about individuals with different backgrounds and experiences that have helped to promote change. They will also discuss how rules guide us and to keep us safe and understand that sometimes a rule is not good and there are ways that we can work together to change it.</p> <p>In Topic 6: Be a Good Citizen in Your Neighborhood, the students will also discuss recycling and how that helps the community. The class will extend the discussion to discuss how recycling and reusing items helps to reduce your carbon footprint.</p>

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ASSESSMENTS	
Formative	<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Class discussion/Think Pair Share</li> <li>3. Journal entry/drawing</li> <li>4. Vocabulary Matching (Digital Resource)</li> <li>5. Kinesthetic Symbols (e.g. Thumbs up)</li> <li>6. Vocabulary Word Picture (Digital Resource)</li> </ol>
Summative	<ol style="list-style-type: none"> <li>7. Magazine Assessment: Being a Good Citizen Assessment</li> <li>8. Concept Map: Citizenship</li> </ol>
Alternative and/or Performance	<ol style="list-style-type: none"> <li>9. Good Citizens Poster with Scoring Rubric</li> <li>10. Good Citizens Skit with Scoring Rubric</li> </ol>

TOPIC UNDERSTANDINGS AND ACTIVITIES		
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What does it mean to be a good citizen?</li> <li>● Why do you have to follow rules and laws?</li> <li>● How can people impact the world?</li> </ul>		
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)
The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.4 6.1.2.CivicsPD.1	<ul style="list-style-type: none"> <li>● Identify ways to be a good citizen in your neighborhood.</li> <li>● Learn about historical figures who are examples of great citizens (i.e. Malala Yousafzai, Ruby Bridges)</li> <li>● Describe characteristics of great citizens</li> </ul>
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	6.1.2.CivicsPD.1 6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3	<ul style="list-style-type: none"> <li>● Identify rules and laws</li> <li>● Explain the purpose of rules in different situations</li> <li>● Discuss the consequences of not following rules</li> </ul>
When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.	6.1.2.CivicsPD.1 6.1.2.CivicsPD.2	<ul style="list-style-type: none"> <li>● Identify a problem and offer solutions for the problem.</li> <li>● Identify ways to resolve conflict.</li> <li>● Recognize that together people can create change</li> <li>● Recognize the benefits of building good relationships with others</li> </ul>



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**Prepare for Topic Misunderstandings/Missed Concepts (content and skills based)**

- You may consider pointing out that some families are not traditional, including those with single parents and parents of the same gender.
- There is a difference between a “good” citizen and a “great” citizen.

<b>TOPIC SPECIFIC ACTIVITIES, LINKED TO ASSESSMENTS, WITH INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS</b>		
<b>Skills-based Learning Activities (tied to instructional outcomes)</b>	<b>Assessments</b>	<b>Topical Instructional/Suppl. Materials (including leveled texts and digital resources)</b>
<p><u>Topic 1: Together</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying Details, Describing, and Explaining</li> <li>● Visual Literacy</li> <li>● Reading: Main Idea and Details</li> <li>● Assess: Name two different groups of people.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 10-11, SE pp. 2-3</li> <li>● Enrichment Activity: Literature - Stick and Stone</li> </ul>
<p><u>Topic 2: Getting Along</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining, Analyzing, Using Visuals, and Making Connections</li> <li>● Visual Literacy</li> <li>● Assess: What happens when people get along?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 9</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 12-13, SE pp. 4-5</li> <li>● Learn More Online! Ways to Get Along</li> <li>● Participation Skills: Work Together (Digital Resource)</li> <li>● Citizenship Feature: Freedom Festival (Digital Resource)</li> </ul>
<p><u>Topic 3: Rules at School</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining, Making Connections, Summarizing, and Offering Opinions</li> <li>● Visual Literacy</li> <li>● Reading: Main Idea and Details</li> <li>● Link to Language Arts: Create Classroom Rules Chart</li> <li>● Assess: How do rules help us get along?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 14-15, SE pp. 6-7</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ Rules at Home</li> <li>○ What Happens When Rules are Broken?</li> <li>○</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: School</li> </ul>
<p><u>Topic 4: Problems</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining</li> <li>● Link to English Language Arts:</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 16-17, SE pp. 8-9</li> <li>● Critical Thinking Skills: Solve a Problem (Digital Resource)</li> </ul>

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<p>Identify the problem and solution in classic folktales; determine if the solution was a good one</p> <ul style="list-style-type: none"> <li>● Assess: What could you do if there were four people at your table who all needed to cut something and your table had only three scissors?</li> </ul>		<p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Too Many Tamales</i> by Gary Soto; Putnam &amp; Grosset, 1993.</li> </ul>
<p><b><u>Topic 5: Malala Yousafzai</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Offering Opinions</li> <li>● Collaborative Discussion</li> <li>● Assess: Why did Malala talk at the United Nations, and what did she talk about?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 18-19, SE pp. 10-11</li> <li>● Critical Thinking Skills: Solve a Problem (Digital Resource)</li> <li>● Learn More Online! Malala’s Story</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● Video: <a href="#">Women’s History: Malala Yousafzai</a></li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan</i> by Jeanette Winter; Simon and Schuster, 2014.</li> </ul>
<p><b><u>Topic 6: Be a Good Citizen in Your Neighborhood</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Visuals, Drawing Conclusions, Explaining, and Analyzing</li> <li>● Link to Science: Reuse a cereal box to create a storage container/folder</li> <li>● Assess: What can you do to help keep your neighborhood clean and safe?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 20-21, SE pp. 12-13</li> <li>● Participation Skills: Work Together (Digital Resource)</li> <li>● Critical Thinking Skills: Solve a Problem (Digital Resource)</li> <li>● Learn More Online: Reuse It!</li> <li>● Curious World Video: Let’s Go to Work Firefighter (Digital Resource)</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">20 Ideas for Teaching Citizenship to Children</a></li> <li>● BrainPOP Jr.:             <ul style="list-style-type: none"> <li>○ Rights and Responsibilities</li> <li>○ Community Helpers</li> </ul> </li> <li>● Videos:             <ul style="list-style-type: none"> <li>○ <a href="#">Family Education Series - Being a Good Citizen</a></li> <li>○ <a href="#">Good Citizenship &amp; Social Skills for Kids</a></li> </ul> </li> </ul>

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		<p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Me First</i> by Helen Lester; Houghton Mifflin Harcourt, 1995.</li> </ul>
<p><b><u>Topic 7: It's the Law!</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Summarizing, Explaining, Describing, Predicting, and Expressing</li> <li>● Link to Music: Stop, Look, and Listen Song</li> <li>● Visual Literacy</li> <li>● Teach Reading: Main Idea and Details</li> <li>● Assess: Why do communities have laws and rules that people must follow?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 22-23, SE pp. 14-15</li> <li>● Learn More Online! Why Do We Need Laws?</li> </ul>
<p><b><u>Topic 8: Great Citizens</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying Details, Summarizing, and Retelling</li> <li>● Reading: Main Ideas and Details</li> <li>● Create a diary entry from the perspective of Ruby Bridges</li> <li>● Assess: Name a great citizen and explain why he or she is a great citizen.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 1: Being A Good Citizen</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 24-25, SE pp. 16-17</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Ruby Bridges</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Baretta; Henry Holt, 2006.</li> <li>● <i>The Story of Ruby Bridges</i> by Robert Coles; Scholastic, 1995.</li> <li>● <i>The People Could Fly: The Picture Book</i> by Virginia Hamilton; Dragonfly Books, 2015.</li> <li>● <i>Clara and Davie</i> by Patricia Polacco; Scholastic, 2014.</li> </ul>

<b>TOPIC 2: AMERICAN SYMBOLS</b>
<p><b>Topic Summary:</b> In this unit, students will learn about the United States flag and other American symbols including the values and principles these symbols represent.</p> <p><b>Interdisciplinary Connections:</b> English language arts,, Mathematics, Music, Art, and Technology</p>

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NJSLS Number	NJSLS Content Description
NJSLS #	Content Standards
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
<b>English Language Arts</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
WI.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Other Related Disciplines</b>	
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.2.2.Pr4b	Practice combining varied academic, arts and media content to form media artworks.
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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<b>8.1</b>	<b>Educational Technology</b>
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>9.4</b>	<b>Life Literacies and Key Skills</b>
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Class discussion/Think Pair Share</li> <li>3. Journal entry/drawing</li> <li>4. Vocabulary Matching (Digital Resource)</li> <li>5. Kinesthetic Symbols (e.g. Thumbs up)</li> <li>6. Vocabulary Word Picture (Digital Resource)</li> </ol>
Summative	<ol style="list-style-type: none"> <li>7. Magazine Assessment: Flags and Other Symbols</li> <li>8. Concept Map: Symbols</li> </ol>
Alternative and/or Performance	<ol style="list-style-type: none"> <li>9. A Conversation with Liberty with Scoring Rubric</li> <li>10. Book of Symbols with Scoring Rubric</li> </ol>

TOPIC UNDERSTANDINGS AND ACTIVITIES		
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● What symbols bring people together as Americans?</li> <li>● How are colors used in American symbols?</li> </ul>		
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)
U.S. citizens pledge allegiance to the country and its symbol, the United States flag, and sing the national anthem, the country's song, to show their love and support of America.	6.1.2.CivicsPD.1 6.1.2.CivicsDP.1 6.1.2.CivicsDP.3	<ul style="list-style-type: none"> <li>● Identify the United States flag as a symbol of the country</li> <li>● Recall important information from a text using complete sentences</li> <li>● Identify what the stars and colors on the flag stand for</li> <li>● Identify the national anthem as a symbol of our country</li> <li>● Explain expected behavior during the national anthem using precise verbs</li> </ul>
There are many important U.S. symbols which represent the country's	6.1.2.CivicsPD.1 6.1.2.CivicsDP.1	<ul style="list-style-type: none"> <li>● Identify details about important U.S. symbols</li> </ul>

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freedom, strength, and important historical figures, as well as many important state symbols. These symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	6.1.2.CivicsDP.3	<ul style="list-style-type: none"> <li>● Pose questions to gain information</li> <li>● Identify and explain important symbols (Liberty Bell, bald eagle, and Statue of Liberty) and what each stand for using learned vocabulary</li> <li>● Compare and contrast images of the bald eagle using same and different</li> <li>● Identify the four presidents on Mount Rushmore</li> <li>● Engage in class discussions by asking relevant questions</li> <li>● Identify and compare different state flags and symbols</li> </ul>
The U.S.capital is in Washington, D.C.; the government is in the capital.	6.1.2.CivicsPD.1 6.1.2.CivicsDP.1 6.1.2.CivicsDP.3	<ul style="list-style-type: none"> <li>● Identify important buildings in Washington D.C. using precise nouns</li> <li>● Learn details about Uncle Sam</li> </ul>
<p><b>Prepare for Topic Misunderstandings/Missed Concepts (content and skills based)</b></p> <ul style="list-style-type: none"> <li>● Students may not understand a symbol stands for/represents something bigger and may have trouble relating symbols to values and principles.</li> </ul>		

TOPIC SPECIFIC ACTIVITIES, LINKED TO ASSESSMENTS, WITH INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS		
Skills-based Learning Activities (tied to instructional outcomes)	Assessments	Topical Instructional/Suppl. Materials (including leveled texts and digital resources)
<p><u>Topic 1: The Flag We Have</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Identifying Details, Describing, and Using Vocabulary</li> <li>● Reading: Recall and Retell</li> <li>● Link to Math: Count number of stars and stripes on the flag; Identify shapes on flag</li> <li>● Visual Literacy</li> <li>● Assess: What country do we live in?</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	<p><b><u>Magazine 2: Flags and Other Symbols</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 38-39, SE pp. 2-3</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ Rules for Saying the Pledge</li> <li>○ Betsy Ross and the First Flag</li> </ul> </li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Our American Flag</i> by Mary Firestone; Picture Window Books, 2006.</li> </ul>
<p><u>Topic 2: Our National Anthem</u></p>	1, 2, 3, 4, 5,	<p><b><u>Magazine 2: Flags and Other Symbols</u></b></p>

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<ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Identifying Details, and Using Visuals</li> <li>● Link to Music: Star Spangled Banner</li> <li>● Visual Literacy</li> <li>● Assess: What is our national anthem?</li> </ul>	<p style="text-align: center;">6, 7, 8</p>	<ul style="list-style-type: none"> <li>● TE pp. 40-41, SE pp. 4-5</li> <li>● Learn More Online:             <ul style="list-style-type: none"> <li>○ How to Show Respect for the National Anthem</li> <li>○ Another Song About Our Country</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● Smithsonian’s History Explorer: <a href="#">Interactive Flag</a></li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>The Story of “The Star-Spangled Banner”</i> by Patricia A. Pingry; Candy Cane Press, 2014.</li> </ul>
<p><b><u>Topic 3: The Liberty Bell</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Identifying Details, Using Visuals, and Using Vocabulary</li> <li>● Link to Visual Arts: Create Liberty Bell</li> <li>● Visual Literacy</li> <li>● Assess: What does the Liberty Bell stand for?</li> </ul>	<p style="text-align: center;">1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 2: Flags and Other Symbols</u></b></p> <ul style="list-style-type: none"> <li>● TE pp.42-43, SE pp. 6-7</li> <li>● Critical Thinking Skills: Pose Questions (Digital Resource)</li> <li>● Learn More Online:             <ul style="list-style-type: none"> <li>○ More About the Liberty Bell</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Liberty Bell</li> </ul>
<p><b><u>Topic 4: Bald Eagle</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Identifying Details, Using Visuals, Summarizing, and Describing</li> <li>● Link to Science: Diet of Bald Eagles</li> <li>● Link to English Language Arts: Verbs</li> <li>● Visual Literacy</li> <li>● Assess: What does the bald eagle stand for?</li> </ul>	<p style="text-align: center;">1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 2: Flags and Other Symbols</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 44-45, SE pp. 8-9</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: U.S. Symbols</li> <li>● Smithsonian’s History Explorer: <a href="#">American Eagle Pop-Up</a></li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>The Bald Eagle</i> by Norman Pearl; Picture Window Books, 2007.</li> </ul>
<p><b><u>Topic 5: Mount Rushmore</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Identifying Details</li> <li>● Collaborative Discussion</li> <li>● Assess: What does Mount</li> </ul>	<p style="text-align: center;">1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 2: Flags and Other Symbols</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 46-47, SE 10-11</li> <li>● Critical Thinking Skills: Pose Questions (Digital Resource)</li> </ul> <p><b><u>Supplemental Resources</u></b></p>

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Rushmore honor?		<ul style="list-style-type: none"> <li>● Video: <a href="#">Mount Rushmore for Kids</a></li> </ul>
<p><b>Topic 6: Statue of Liberty</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Using Visuals, and Making Connections</li> <li>● Link to Visual Arts: Paper plate crowns</li> <li>● Visual Literacy</li> <li>● Assess: What does the Statue of Liberty Stand for?</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9	<p><b>Magazine 2: Flags and Other Symbols</b></p> <ul style="list-style-type: none"> <li>● TE pp. 48-49, SE pp. 12-13</li> <li>● Learn More Online</li> <li>● Performance Task: A Conversation with Liberty (Digital Resource)</li> </ul> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: The Statue of Liberty</li> </ul>
<p><b>Topic 7: Our Capital City</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Using Vocabulary, Identifying Details, and Describing</li> <li>● Link to English Language Arts: Travel Brochure</li> <li>● Reading: Recall and Retell</li> <li>● Assess: What is Washington D.C.?</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	<p><b>Magazine 2: Flags and Other Symbols</b></p> <ul style="list-style-type: none"> <li>● TE pp. 50-51; SE 14-15</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ Uncle Sam</li> </ul> </li> <li>● Enrichment: Which American Symbol is Your Favorite? (TE pp. 55)</li> </ul> <p><b>Literacy Connection</b></p> <ul style="list-style-type: none"> <li>● <i>A Is for America: A Patriotic Alphabet Book</i> by Tanya Lee Stone; Price Stern Sloan, 2011.</li> </ul>
<p><b>Topic 8: State Symbols and Flags</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying Details, Describing, and Explaining</li> <li>● Link to English Language Arts: Informational Posters</li> <li>● Visual Literacy</li> <li>● Assess: Describe one state symbol by naming the state and the symbol.</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 10	<p><b>Magazine 2: Flags and Other Symbols</b></p> <ul style="list-style-type: none"> <li>● TE pp. 52-53, SE pp. 16-17</li> <li>● Performance Task: A Book of Symbols (Digital Resource)</li> </ul> <p><b>Literacy Connection</b></p> <ul style="list-style-type: none"> <li>● <i>Purple Mountain Majesties</i> by Barbara Younger; Dutton Children's Books, 1998.</li> </ul>

### TOPIC 3: IMPORTANT ROLES IN COMMUNITIES

**Topic Summary:** In this unit, students will learn that community workers do many different jobs. Students will explore different types of jobs in their school, community, and from history. Students will be able to connect the work people do with their related jobs.

**Interdisciplinary Connections:** Literacy, Art, Music, Health, and Technology

NJSLS Number	NJSLS Content Description
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NJSL #	Content Standards
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
<b>English Language Arts</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
WI.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

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Other Related Disciplines	
2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
8.1 Educational Technology	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
9.2 Career Readiness	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job
9.4 Life Literacies and Key Skills	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Class discussion/Think Pair Share</li> <li>3. Journal entry/drawing</li> <li>4. Vocabulary Matching (Digital Resource)</li> <li>5. Kinesthetic Symbols (e.g. Thumbs up)</li> <li>6. Vocabulary Word Picture (Digital Resource)</li> </ol>
Summative	<ol style="list-style-type: none"> <li>7. Magazine Assessment: Jobs</li> <li>8. Concept Map: Jobs</li> </ol>
Alternative and/or Performance	<ol style="list-style-type: none"> <li>9. Interview with Scoring Rubric</li> <li>10. When I Grow Up with Scoring Rubric</li> </ol>



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TOPIC UNDERSTANDINGS AND ACTIVITIES		
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why do people choose different jobs?</li> <li>● What are different types of jobs in your school and community?</li> <li>● How do jobs help the community?</li> </ul>		
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)
Community members have different roles and responsibilities depending on their jobs.	6.1.2.CivicsPD.1 6.1.2.CivicsPI.4 6.1.2.CivicsPR.4	<ul style="list-style-type: none"> <li>● Identify jobs people do at schools</li> <li>● Describe the work done in different jobs</li> <li>● Identify a student’s job at school</li> </ul>
Not only do people work to fulfill important roles within the community, but animals can work as well.	6.1.2.CivicsPD.1 6.1.2.CivicsPI.4 6.1.2.CivicsPR.4	<ul style="list-style-type: none"> <li>● Name community workers</li> <li>● Connect the work people do with their related jobs</li> <li>● Identify places people work and connect the work people do with those places</li> <li>● Discuss the ways animals can help people</li> </ul>
Certain character traits help individuals within their job problem solve.	6.1.2.CivicsPD.1 6.1.2.CivicsPI.4 6.1.2.CivicsPR.4 6.1.2.CivicsCM.2	<ul style="list-style-type: none"> <li>● Explain how community workers solve problems</li> </ul>
People work in order to make money to buy goods and services.	6.1.2.CivicsPD.1 6.1.2.CivicsPI.4	<ul style="list-style-type: none"> <li>● Identify what people earn when they work</li> <li>● Recognize that making choices involves costs and benefits</li> </ul>
It is important to understand how jobs have evolved over time. Some jobs change over time while others stay the same.	6.1.2.CivicsPD.1 6.1.2.CivicsPI.4 6.1.2.HistoryCC.1 6.1.2.HistoryCA.1	<ul style="list-style-type: none"> <li>● Analyze primary sources to obtain information</li> <li>● Compare and contrast jobs from long ago and today</li> </ul>
<p><b>Prepare for Topic Misunderstandings/Missed Concepts (content and skills based)</b></p> <ul style="list-style-type: none"> <li>● Students may have trouble knowing when to use the word job versus work.</li> <li>● Students may have trouble understanding how an animal can work; that animals are not just pets.</li> </ul>		



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<b>TOPIC SPECIFIC ACTIVITIES, LINKED TO ASSESSMENTS, WITH INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS</b>		
<b>Skills-based Learning Activities (tied to instructional outcomes)</b>	<b>Assessments</b>	<b>Topical Instructional/Suppl. Materials (including leveled texts and digital resources)</b>
<p><u>Topic 1: Jobs at School</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Visuals and Text Features, Using Vocabulary, and Identifying Details</li> <li>● Link to Health: Safety rules for crossing the street</li> <li>● Reading: Categorize and Classify</li> <li>● Visual Literacy</li> <li>● Assess: What is a job?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 66-67; SE pp. 2-3</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ More School Workers</li> </ul> </li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>School's First Day of School</i> by Adam Rex; Roaring Brook Press, 2016</li> </ul>
<p><u>Topic 2: Your Job at School</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing, Using Visuals, Making Connections, and Explaining</li> <li>● Link to Civics</li> <li>● Link to Performing Arts</li> <li>● Reading: Categorize and Classify</li> <li>● Visual Literacy</li> <li>● Assess: What is a child's job at school?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 68-69; SE pp. 4-5</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● Smithsonian's History Explorer: <a href="#">Civic Ideals</a></li> </ul>
<p><u>Topic 3: Community Workers</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Vocabulary, Offering Opinion, Describing, Comparing and Contrasting, and Drawing Conclusions</li> <li>● Link to Health: Staying safe when riding in a bus</li> <li>● Visual Literacy</li> <li>● Assess: What are some jobs done by workers in a community?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 70-71; SE pp. 6-7</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Good Morning, City</i> by Pat Kiernan; Farrar, Straus and Giroux, 2016.</li> <li>● <i>Police Officers on Patrol</i> by Kersten Hamilton; Viking Books, 2009.</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Community Helpers</li> </ul>
<p><u>Topic 4: More Community Workers</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea Using Vocabulary, Describing, Offering</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 72-73; SE 8-9</li> </ul> <p><b><u>Literacy Connection</u></b></p>

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<p>Opinion, and Making Inferences</p> <ul style="list-style-type: none"> <li>● Link to Music: Many Jobs</li> <li>● Visual Literacy</li> <li>● Assess: What does a mechanic do?</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Whose Hands Are These? A Community Helper Guessing Book</i> by Miranda Paul; Millbrook Press, 2016.</li> <li>● <i>Curious George, Neighborhood Friends</i> by H. A. Rey; Houghton Mifflin, Harcourt, 2010.</li> </ul>
<p><u>Topic 5: Worker Animals</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing, Offering Opinions, and Drawing Conclusions</li> <li>● Collaborative Discussion</li> <li>● Link to Visual Arts</li> <li>● Visual Literacy</li> <li>● Assess: What kinds of jobs can animals do?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 74-74; SE pp. 10-11</li> <li>● Citizen Feature: Volunteers (Digital Resource)</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Madeline Finn and the Library Dog</i> by Lisa Papp; Peachtree Publishers, 2016.</li> <li>● <i>Job Wanted</i> by Teresa Bateman; Holiday House, 2015.</li> </ul>
<p><u>Topic 6: Workers Solve Problems</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying, Making Connections, and Describing</li> <li>● Link to Health: Emergencies</li> <li>● Visual Literacy</li> <li>● Assess: What kind of problems do carpenters fix?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 76-77; SE pp. 12-13</li> <li>● Learn More Online:             <ul style="list-style-type: none"> <li>○ What does each community worker do?</li> </ul> </li> </ul>
<p><u>Topic 7: Jobs Today and Long Ago</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Ideas by Identifying, Drawing Conclusions, and Offering Opinions</li> <li>● Link to Visual Arts</li> <li>● Primary Sources</li> <li>● Assess: How have jobs changed from long ago?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 78-79, SE pp. 14-15</li> <li>● Critical Thinking Skills: Examine Clues from the Past (Digital Resource)</li> <li>● Learn More Online:             <ul style="list-style-type: none"> <li>○ Story Characters Have Jobs, Too</li> <li>○ The Shepherd and the Wild Goats</li> </ul> </li> </ul>
<p><u>Topic 8: Why People Work</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying, Comparing and Contrasting, Explaining, and Using Vocabulary</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 9, 10</p>	<p><b><u>Magazine 3: Jobs</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 80-81, SE pp. 16-17</li> <li>● Critical Thinking Skills: Make a Choice When Buying (Digital Resource)</li> <li>● Enrichment: Job Fair</li> </ul>

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<ul style="list-style-type: none"> <li>● Link to Economics: “The Three Little Pigs”</li> <li>● Visual Literacy</li> <li>● Reading: Categorize and Classify</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Task: Interview (Digital Resource)</li> <li>● Performance Task: When I Grow Up (Digital Resource)</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>The Berenstain Bears’ Trouble with Money</i> by Stan Berenstain; Random House, 2009</li> </ul>
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TOPIC 4: MAPS	
<p><b>Topic Summary:</b> In this unit, students will explore ways that maps help us find our way and represent the world we live in. Students will be able to describe a place using a map.</p> <p><b>Interdisciplinary Connections:</b> English language arts, Art, and Mathematics</p>	
NJSLs Number	NJSLs Content Description
<b>NJSLs #</b>	<b>Content Standards</b>
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
<b>English Language Arts</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
WI.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or

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	through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Other Related Disciplines</b>	
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
1.4.2.Cr1a	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr5	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.2.2.Pr4b	Practice combining varied academic, arts and media content to form media artworks.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
<b>9.4 Life Literacies and Key Skills</b>	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Class discussion/Think Pair Share</li> <li>3. Journal entry/drawing</li> <li>4. Vocabulary Matching (Digital Resource)</li> <li>5. Kinesthetic Symbols (e.g. Thumbs up)</li> </ol>

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	6. Vocabulary Word Picture (Digital Resource)
Summative	7. Magazine Assessment: Maps 8. Concept Map: Maps
Alternative and/or Performance	9. Draw a Map from a Story with Scoring Rubric 10. Mapping Treasures with Scoring Rubric

TOPIC UNDERSTANDINGS AND ACTIVITIES		
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do maps help us describe places?</li> <li>• Why is it important to know how to use a map?</li> <li>• When might you need to use a map?</li> </ul>		
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)
A picture of a classroom shows where things are in relation to each other. Places and objects can help us describe things near and far.	6.1.2.CivicsPD.1 6.1.2.Geo.SV.2 6.1.2.Geo.SV.3	<ul style="list-style-type: none"> <li>• Explore a classroom</li> <li>• Identify relative location</li> <li>• Name objects in an illustration</li> <li>• Identify objects in relation to each other</li> <li>• Describe locations using near and far</li> </ul>
A map is a symbolic representation of selected characteristics of a place.	6.1.2.CivicsPD.1 6.1.2.Geo.SV.2 6.1.2.Geo.SV.3	<ul style="list-style-type: none"> <li>• Describe the purpose of maps</li> <li>• Identify map symbols</li> </ul>
Different maps show different places. A map of a neighborhood shows where different places are in a neighborhood and can help someone get from one place to another, while a map of a country shows all the places that make up that country.	6.1.2.CivicsPD.1 6.1.2.Geo.SV.2 6.1.2.Geo.SV.3	<ul style="list-style-type: none"> <li>• Read a map of a neighborhood</li> <li>• Describe the locations of places in a neighborhood</li> <li>• Interpret a map of an area referenced in a story</li> <li>• Describe the location of story events in a collaborative discussion</li> <li>• Use a map to describe relationships between places</li> <li>• Explain features of a map of the United States</li> <li>• Draw conclusions and express ideas about maps</li> </ul>
A globe is a model of planet Earth.	6.1.2.CivicsPD.1 6.1.2.Geo.SV.2	<ul style="list-style-type: none"> <li>• Analyze a model of Earth</li> <li>• Compare a picture and a model</li> </ul>



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	6.1.2.Geo.SV.3	using comparison words
<p><b>Prepare for Topic Misunderstandings/Missed Concepts (content and skills based)</b></p> <ul style="list-style-type: none"> <li>Some students may not know the story of Little Red Riding Hood.</li> <li>Students may have trouble understanding how a map is different from a globe.</li> </ul>		

<p><b>TOPIC SPECIFIC ACTIVITIES, LINKED TO ASSESSMENTS, WITH INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS</b></p>		
<p><b>Skills-based Learning Activities (tied to instructional outcomes)</b></p>	<p><b>Assessments</b></p>	<p><b>Topical Instructional/Suppl. Materials (including leveled texts and digital resources)</b></p>
<p><u>Topic 1: In the Classroom</u></p> <ul style="list-style-type: none"> <li>Introduce</li> <li>Teach Main Idea by Using Visuals, Explaining, Using Vocabulary, and Making Connections</li> <li>Link to Civics</li> <li>Reading: Categorize and Classify</li> <li>Maps and Globe Skills: Read Map Symbols</li> <li>Assess: What are some things that are on the teacher’s left?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8, 10</p>	<p><b><u>Magazine 4: Maps</u></b></p> <ul style="list-style-type: none"> <li>TE pp. 94-95, SE pp. 2-3</li> <li>Performance Task: Mapping Treasures</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li><i>North, South, East, West</i> by Margaret Wise Brown; HarperCollins, 2017</li> </ul>
<p><u>Topic 2: On the Playground</u></p> <ul style="list-style-type: none"> <li>Introduce</li> <li>Teach Main Idea by Describing, Identifying, and Using Visuals</li> <li>Link to Performing Arts</li> <li>Link to Physics</li> <li>Visual Literacy</li> <li>Spatial Thinking</li> <li>Assess: What can a picture of a place show?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 4: Maps</u></b></p> <ul style="list-style-type: none"> <li>TE pp. 96-97, SE pp. 4-5</li> <li>Maps and Globe Skills: Look at a Map of Our Country (Digital Resource)</li> <li>Enrichment: Mapping the Playground (TE pp. 111)</li> </ul>
<p><u>Topic 3: Maps</u></p> <ul style="list-style-type: none"> <li>Introduce</li> <li>Teach Main Idea by Explaining, Making Inferences, and Making Connections</li> <li>Link to Visual Arts</li> <li>Reading: Categorize and Classify</li> <li>Visual Literacy</li> <li>Assess: What is a map and what can it show?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 4: Maps</u></b></p> <ul style="list-style-type: none"> <li>TE pp. 98-99, SE pp. 6-7</li> <li>Learn More Online                             <ul style="list-style-type: none"> <li>Models</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>BrainPop Jr.: Reading Maps</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li><i>Piggies in the Pumpkin Patch</i> by</li> </ul>

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		Mary Peterson; Charlesbridge, 2010.
<p><b>Topic 4: Around the Neighborhood</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Vocabulary, Making Inferences, and Explaining</li> <li>● Link to Math</li> <li>● Reading: Categorize and Classify</li> <li>● Map and Globe Skills: Read Map Symbols</li> <li>● Assess: What kinds of places can a map of a neighborhood show?</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	<p><b>Magazine 4: Maps</b></p> <ul style="list-style-type: none"> <li>● TE pp. 100-101, SE pp. 8-9</li> </ul> <p><b>Literacy Connect</b></p> <ul style="list-style-type: none"> <li>● <i>Lucy in the City: A Story About Developing Spatial Thinking Skills</i> by Julie Dillemoth; Magination Press, 2015.</li> </ul>
<p><b>Topic 5: Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying Details and Making Connections</li> <li>● Collaborative Discussion</li> <li>● Map and Globe Skills: Read Map Symbols</li> <li>● Visual Literacy</li> <li>● Assess: How can a map from a story help readers understand the story?</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9	<p><b>Magazine 4: Maps</b></p> <ul style="list-style-type: none"> <li>● TE pp. 102-103, SE pp. 10-11</li> <li>● Performance Task: Draw a Map from a Story</li> </ul> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>● Utah Education Network: <a href="#">Fairy Tale Maps Lesson</a></li> </ul> <p><b>Literacy Connect</b></p> <ul style="list-style-type: none"> <li>● <i>Pirate Treasure Map</i> by Colin and Jacqui Hawkins; Candlewick, 2006. A</li> </ul>
<p><b>Topic 6: Beyond the Neighborhood</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing, Explaining, and Using Visuals</li> <li>● Connect to Civics</li> <li>● Reading: Categorize and Classify</li> <li>● Map and Globe Skills: Look at a State Map</li> <li>● Map and Globe Skills: Look at Map Symbols</li> <li>● Assess: How can a map show things that are far apart?</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	<p><b>Magazine 4: Maps</b></p> <ul style="list-style-type: none"> <li>● TE pp. 104-105, SE pp. 12-13</li> </ul>
<p><b>Topic 7: Maps of My Country</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Visuals, Drawing Conclusions, and Using Vocabulary</li> <li>● Link to Geography</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	<p><b>Magazine 4: Maps</b></p> <ul style="list-style-type: none"> <li>● TE pp. 106-107, SE pp. 14-15</li> <li>● Map and Globe Skills: Look at a State Map (Digital Resource)</li> </ul>

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<ul style="list-style-type: none"> <li>● Map and Globe Skills: Look at a Map of Our Country</li> <li>● Visual Literacy</li> <li>● Assess: What do people use a map of a country for?</li> </ul>		
<p><b>Topic 8: My World</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Making Inferences, Explaining, Making Connections, and Comparing</li> <li>● Link to Science</li> <li>● Reading: Categorize and Classify</li> <li>● Visual Literacy</li> <li>● Spatial Thinking</li> <li>● Assess: What is a globe and what does it show?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b>Magazine 4: Maps</b></p> <ul style="list-style-type: none"> <li>● TE pp. 108-109, SE 16-17</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ The Other Side of Our World</li> <li>○ Seven Continents</li> </ul> </li> </ul> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>● <i>While You Are Sleeping: A Lift-the-Flap Book of Time Around the World</i> by Durga Bernhard; Charlesbridge, 2011. T</li> </ul>

TOPIC 5: TYPES OF NEIGHBORHOODS	
<p><b>Topic Summary:</b> In this unit, students will learn about different kinds of neighborhoods, important people to know in their neighborhoods, and how to get around neighborhoods using a map.</p> <p><b>Interdisciplinary Connections:</b> English language arts, Math, Music, Arts, Health, and Science</p>	
NJSL Number	NJSL Content Description
<b>NJSL #</b>	<b>Content Standards</b>
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.Geo.HE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
<b>English Language Arts</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

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RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
WI.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Other Related Disciplines</b>	
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.4.2.Cr1a	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1b	Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1c	Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)

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2.3.2.HCDM.2	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <i>[Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight, so they often grow in meadows. Plants, animals, and their surroundings make up a system.]</i>
K-ESS3-3	Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. <i>[Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]</i>
<b>9.4</b>	<b>Life Literacies and Key Skills</b>
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
	<b>Climate Change Connection</b>
	In Topic 8: Neighborhoods Now and Then, the students will discuss the importance of keeping water clean and free of pollution because humans need water to live. The class will extend the discussion to performing an experiment where they attempt to clean “polluted” water and then discuss the challenges of cleaning water and possible ways to protect water sources.

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Class discussion/Think Pair Share</li> <li>3. Journal entry/drawing</li> <li>4. Vocabulary Matching (Digital Resource)</li> <li>5. Kinesthetic Symbols (e.g. Thumbs up)</li> <li>6. Vocabulary Word Picture (Digital Resource)</li> </ol>
Summative	<ol style="list-style-type: none"> <li>7. Magazine Assessment: Neighborhoods</li> <li>8. Concept Map: Neighborhoods</li> </ol>
Alternative and/or	<ol style="list-style-type: none"> <li>9. Our Neighborhood with Scoring Rubric</li> <li>10. Sign Hunt with Scoring Rubric</li> </ol>



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Performance	
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**TOPIC UNDERSTANDINGS AND ACTIVITIES**

**Essential Questions**

- What is your neighborhood like?
- How does transportation affect a neighborhood?
- How are jobs determined by the location of your neighborhood?

Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)
A map of a neighborhood, the area where people live, uses symbols to stand for things within the neighborhood. The map’s legend explains what the symbols mean.	6.1.2.CivicsPD.1 6.1.2.Geo.SV.2	<ul style="list-style-type: none"> <li>● Identify things in a city neighborhood.</li> <li>● Interpret information on a map</li> <li>● Describe things found in a city neighborhood using a photo and a map</li> <li>● Identify symbols found on a map</li> </ul>
Environmental characteristics influence how and where people live. Photographs and illustrations show how neighborhoods change.	6.1.2.CivicsPD.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.4	<ul style="list-style-type: none"> <li>● Compare and contrast different neighborhood</li> <li>● Describe how neighborhoods change using now and then photos and illustrations</li> </ul>
Neighborhoods have places where people can get together. People in neighborhoods help each other.	6.1.2.CivicsPD.1 6.1.2.Geo.HE.2	<ul style="list-style-type: none"> <li>● Name places where neighbors get together</li> <li>● Describe places where neighbors get together</li> </ul>
In neighborhoods, there are different kinds of transportation, such as cars, buses, and trains, and there are many stores and eating places. Schools are also a part of neighborhoods.	6.1.2.CivicsPD.1 6.1.2.Geo.HE.2	<ul style="list-style-type: none"> <li>● Name several forms of transportation</li> <li>● Identify traffic signs and symbols</li> <li>● Explain the importance of traffic signs and symbols</li> <li>● Identify and discuss several places to eat and shop</li> <li>● Name people in the neighborhood who can help</li> </ul>

**Prepare for Topic Misunderstandings/Missed Concepts (content and skills based)**

- Students may not realize there are all different types of neighborhoods. Students may not realize a town can have many neighborhoods.
- Some students may never have seen a city. They may not realize a city can have many neighborhoods.



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<b>TOPIC SPECIFIC ACTIVITIES, LINKED TO ASSESSMENTS, WITH INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS</b>		
<b>Skills-based Learning Activities (tied to instructional outcomes)</b>	<b>Assessments</b>	<b>Topical Instructional/Suppl. Materials (including leveled texts and digital resources)</b>
<p><u>Topic 1: Our Neighborhood</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying Details, Using Visuals, Using Vocabulary, and Making Connections</li> <li>● Link to Math</li> <li>● Map and Globe Skills: Follow a Route</li> <li>● Spatial Thinking</li> <li>● Assess: Name three things you might see in a neighborhood.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 122-123, SE pp. 2-3</li> <li>● Chart and Graph Skills: Read a Picture Graph (Digital Resource)</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ More Neighborhoods</li> </ul> </li> <li>● Performance Task: Our Neighborhood</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Rural, Suburban, and Urban</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>The Listening Walk</i> by Paul Showers; HarperCollins, 1993.</li> <li>● <i>The Cat with Seven Names</i> by Tony Johnston; Charlesbridge, 2013. A</li> </ul>
<p><u>Topic 2: Water and Land</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing, Using Vocabulary, Using Visuals, and Drawing Conclusions</li> <li>● Link to Music</li> <li>● Reading: Compare and Contrast</li> <li>● Visual Literacy</li> <li>● Assess: Explain what neighborhood maps show us.</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 124-125, SE pp. 4-5</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ Another Neighborhood</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● Smithsonian’s History Explorer: <a href="#">The Water Near By</a></li> </ul>
<p><u>Topic 3: Getting Around</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining, Using Vocabulary, Making Connections, and Offering Opinions</li> <li>● Link to Music</li> <li>● Visual Literacy</li> <li>● Assess: What does transportation help people do? Name three forms of transportation</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8, 10</p>	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 126-127, SE 6-7</li> <li>● Learn More Online:                             <ul style="list-style-type: none"> <li>○ Trains, Planes, and Bikes</li> </ul> </li> <li>● Performance Task: Sign Hunt</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Transportation</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Last Stop on Market Street</i> by Matt de la Peña; G.P. Putnam’s Sons,</li> </ul>

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		2015.
<p><b><u>Topic 4: Shopping and Eating</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying, Analyzing Details, Making Connections, and Using Visuals</li> <li>● Link to Performing Arts</li> <li>● Reading: Compare and Contrast</li> <li>● Assess: Name two places you can buy food.</li> </ul>	1, 2, 3, 5, 7, 8	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 128-129, SE 8-9</li> <li>● Chart and Graph Skills: Red a Picture Graph (Digital Resource)</li> <li>● Learn More Online                             <ul style="list-style-type: none"> <li>○ Many Places to Buy Food</li> </ul> </li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Grandpa's Corner Store</i> by DyAnne DiSalvoRyan; HarperCollins, 2000.</li> </ul>
<p><b><u>Topic 5: Neighbors Get Together</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing, Offering Opinions, Comparing and Contrasting, Making Connections, and Drawing Conclusions</li> <li>● Collaborative Discussion</li> <li>● Reading: Compare and Contrast</li> <li>● Visual Literacy</li> <li>● Assess: Name three places neighbors get together. Describe what people do at each of those places.</li> </ul>	1, 2, 3, 5, 7, 8	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 130-131, SE pp. 10-11</li> <li>● Enrichment: Where is Curious George? Around the Town (TE pp. 139)</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Counting on Community</i> by Innosanto Nagara; Triangle Square, 2015.</li> <li>● <i>On Linden Square</i> by Kate Sullivan; Sleeping Bear Press, 2013.</li> </ul>
<p><b><u>Topic 6: Neighbors to the Rescue</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying, Making Connections, Summarizing, and Explaining</li> <li>● Link to Performing Arts</li> <li>● Link to Health</li> <li>● Assess: Name three helpers you can find in our neighborhood. Tell the work they do and how they can help us.</li> </ul>	1, 2, 3, 5, 7, 8	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 132-133, SE pp. 12-13</li> </ul>
<p><b><u>Topic 7: School</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing, Using Vocabulary, Using Visual and Text Features, Drawing Conclusions, and Making Connections</li> <li>● Link to Health</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 134-135, SE pp. 14-15</li> <li>● Learn More Online                             <ul style="list-style-type: none"> <li>○ The Library</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: School</li> </ul>

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<ul style="list-style-type: none"> <li>● Spatial Thinking</li> <li>● Map and Globe Skills: Follow a Route</li> <li>● Visual Literacy</li> <li>● Assess: Name important jobs in a school. Explain what each of these people do and where you can find them in our school.</li> </ul>		
<p><u>Topic 8: Neighborhoods Now and Then</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying, Comparing and Contrasting, and Drawing Conclusions</li> <li>● Link to Science</li> <li>● Chronological Thinking</li> <li>● Visual Literacy</li> <li>● Assess: Explain what neighborhood life was like in earlier times.</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b><u>Magazine 5: Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 136-137, SE pp. 16-17</li> <li>● Learn More Online                             <ul style="list-style-type: none"> <li>○ Jamestown: A Neighborhood Long Ago</li> </ul> </li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Maybe Something Beautiful: How Art Transformed a Neighborhood</i> by F. Isabel Campoy and Theresa Howell; Harcourt Houghton Mifflin, 2016.</li> </ul>

TOPIC 6: PAST AND PRESENT	
<p><b>Topic Summary:</b> In this unit, students will discover how things change and stay the same over time.</p>	
<p><b>Interdisciplinary Connections:</b> English language arts, Health, Science, Arts, Music, and Math</p>	
NJSLs Number	NJSLs Content Description
NJSLs #	Content Standards
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
English Language Arts	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a

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	text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
WI.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Other Related Disciplines</b>	
2.2.2.N.1	Explore different types of foods and food groups.
K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
<b>8.2</b>	<b>Technology Education, Engineering, Design and Computational Thinking-Programming</b>
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily task.

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<b>9.4</b>	<b>Life Literacies and Key Skills</b>
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Class discussion/Think Pair Share</li> <li>3. Journal entry/drawing</li> <li>4. Vocabulary Matching (Digital Resource)</li> <li>5. Kinesthetic Symbols (e.g. Thumbs up)</li> <li>6. Vocabulary Word Picture (Digital Resource)</li> </ol>
Summative	<ol style="list-style-type: none"> <li>7. Magazine Assessment: Past and Present</li> <li>8. Concept Map: Past and Present</li> </ol>
Alternative and/or Performance	<ol style="list-style-type: none"> <li>9. Do an Interview with Scoring Rubric</li> <li>10. Life in the Future with Scoring Rubric</li> </ol>

TOPIC UNDERSTANDINGS AND ACTIVITIES		
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why do things change?</li> <li>● How do we keep track of time?</li> <li>● How have communities changed over time?</li> </ul>		
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)
A calendar and a timeline show the order of things that happen over time.	6.1.2.CivicsPD.1 6.1.2.HistoryCC.1	<ul style="list-style-type: none"> <li>● Read and use a time line</li> <li>● Create and use a one-month calendar</li> <li>● Tell a story about the events of the day using sequence words</li> </ul>
People and the way people do things change over time.	6.1.2.CivicsPD.1 6.1.2.EconEM.3 6.1.2.HistoryCC.1	<ul style="list-style-type: none"> <li>● Recognize that changes happen over time</li> <li>● Identify how people can learn about history</li> <li>● Compare and contrast objects, such as phones and cars, from the past with those of today. Describe how they've changed</li> <li>● Explain how people got water in</li> </ul>

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		<p>the past</p> <ul style="list-style-type: none"> <li>● Compare activities in the past with activities today</li> <li>● Identify toys children played with in the past and today</li> <li>● Identify forms of transportation from the past and today</li> </ul>
Classrooms and schools are different today from how they were in the past.	6.1.2.CivicsPD.1 6.1.2.HistoryCC.1	<ul style="list-style-type: none"> <li>● Compare schools today with schools in the past</li> </ul>
Communities are different today, but people still help each other and follow rules and laws.	6.1.2.CivicsPD.1 6.1.2.HistoryCC.1	<ul style="list-style-type: none"> <li>● Explain ways people help each other in a community</li> <li>● Describe the similarities and differences between how people in a community helped each other long ago and how they help each other today</li> </ul>
<p><b>Prepare for Topic Misunderstandings/Missed Concepts (content and skills based)</b></p> <ul style="list-style-type: none"> <li>● Students may have trouble imagining a past without technology.</li> <li>● Some students may not be familiar with the early settlers in U.S. history.</li> <li>● Students may have trouble conceptualizing yesterday and tomorrow.</li> </ul>		

<p><b>TOPIC SPECIFIC ACTIVITIES, LINKED TO ASSESSMENTS, WITH INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS</b></p>		
<p><b>Skills-based Learning Activities (tied to instructional outcomes)</b></p>	<p><b>Assessments</b></p>	<p><b>Topical Instructional/Suppl. Materials (including leveled texts and digital resources)</b></p>
<p><u>Topic 1: It’s About Time</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling, Identifying Details, Describing, and Drawing Conclusions</li> <li>● Link to Health</li> <li>● Link to Visual and Performing Arts</li> <li>● Chart and Graph Skills: Read a Time Line</li> <li>● Reading: Sequence</li> <li>● Chart and Graph Skills: Use a One-Month Calendar</li> <li>● Assess: Use sequence words to tell the events in your school day.</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b><u>Magazine 6: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 150-151, SE pp. 2-3</li> <li>● Learn More Online                             <ul style="list-style-type: none"> <li>○ Story Order</li> </ul> </li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Hap-Pea All Year</i> by Keith Baker; Beach Lane Books, 2016.</li> </ul>

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<p><b><u>Topic 2: Changes Over Time</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Visuals, Comparing and Contrasting, and Describing</li> <li>● Link to English Language Arts</li> <li>● Visual Literacy</li> <li>● Assess: How have cars changed?</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b><u>Magazine 6: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 152-153, SE pp. 4-5</li> <li>● Learn More Online             <ul style="list-style-type: none"> <li>○ Places Change</li> </ul> </li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Washday</i> by Eve Bunting; Holiday House, 2014.</li> <li>● <i>Drum Dream Girl: How One Girl's Courage Changed Music</i> by Margarita Engle; Houghton Mifflin Harcourt, 2015.</li> </ul>
<p><b><u>Topic 3: Food and Water</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling, Identifying Details, and Using Visuals</li> <li>● Link to Science</li> <li>● Visual Literacy</li> <li>● Reading: Sequence</li> <li>● Assess: How did people get food in the past and how do people get food today?</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b><u>Magazine 6: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 154-155, SE pp. 6-7</li> </ul>
<p><b><u>Topic 4: At Home</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Visuals and Identifying Details</li> <li>● Link to Health</li> <li>● Link to Visual and Performing Arts</li> <li>● Visual Literacy</li> <li>● Chart and Graph Skills: Use a One-Month Calendar</li> <li>● Assess: How did people get clothes in the past?</li> </ul>	<p>1, 2, 3, 5, 7, 8, 9</p>	<p><b><u>Magazine 6: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 156-157, SE pp. 8-9</li> <li>● Performance Task: Do an Interview</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Life at Home (Then and Now)</i> by Vicki Yates; Heinemann, Revised edition 2016.</li> <li>● <i>Born and Bred in the Great Depression</i> by Jonah Winter; Random House, 2011.</li> </ul>
<p><b><u>Topic 5: Fun and Games</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing and Comparing</li> <li>● Link to Performing Arts</li> <li>● Collaborative Discussion</li> <li>● Visual Literacy</li> <li>● Assess: Name three toys children may have played with in the past.</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b><u>Magazine 6: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 158-159, SE pp. 10-11</li> <li>● Learn More Online             <ul style="list-style-type: none"> <li>○ No Time for Play</li> </ul> </li> </ul>

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<p><b>Topic 6: Going Places</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Recalling and Retelling, Comparing, Making Predictions, Using Vocabulary, Making Connections, and Using</li> <li>● Link to Visual and Performing Arts</li> <li>● Visual Literacy</li> <li>● Assess: How is getting around different today from how it was in the past?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b>Magazine 6: Past and Present</b></p> <ul style="list-style-type: none"> <li>● TE pp. 160-161, SE pp. 12-13</li> <li>● Learn More Online             <ul style="list-style-type: none"> <li>○ Future Travel</li> </ul> </li> </ul> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>● Video: <a href="#">Evolution of Transportation</a></li> </ul> <p><b>Literacy Connection</b></p> <ul style="list-style-type: none"> <li>● <i>Going to Town</i> adapted from the Little House Books by Laura Ingalls Wilder; HarperCollins, 2000.</li> </ul>
<p><b>Topic 7: Schools</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Comparing, Using Visuals, and Drawing Conclusions</li> <li>● Link to Visual and Performing Arts</li> <li>● Chart and Graph Skills: Read a Timeline</li> <li>● Assess: How many rooms did schools have in the past?</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b>Magazine 6: Past and Present</b></p> <ul style="list-style-type: none"> <li>● TE pp. 162-163, SE pp. 14-15</li> <li>● Learn More Online             <ul style="list-style-type: none"> <li>○ School Supplies in the Past</li> </ul> </li> <li>● Enrichment: Long Ago Day</li> </ul> <p><b>Literacy Connection</b></p> <ul style="list-style-type: none"> <li>● <i>A Year at a Construction Site</i> by Nicholas Harris; First Avenue Editions, 2009.</li> </ul>
<p><b>Topic 8: In the Community</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Describing, Drawing Conclusions, and Making Connections</li> <li>● Link to Math</li> <li>● Visual Literacy</li> <li>● Reading: Sequence</li> <li>● Assess: Describe one way people long ago helped others in their communities</li> </ul>	<p>1, 2, 3, 5, 7, 8, 10</p>	<p><b>Magazine 6: Past and Present</b></p> <ul style="list-style-type: none"> <li>● TE pp. 164-165, SE pp. 16-17</li> <li>● Performance Task: Life in the Future</li> </ul>

<b>TOPIC 7: HISTORY - A CELEBRATION</b>
<p><b>Topic Summary:</b> At the end of this unit, students will identify important people and events that we celebrate throughout the year. Students will understand why, when, and how we celebrate events and individuals that shaped our nation’s history.</p> <p><b>Interdisciplinary Connections:</b> English language arts, Math, and the Arts</p>

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NJSL Number	NJSL Content Description
NJSL #	Content Standards
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
<b>English Language Arts</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
WI.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Other Related Disciplines</b>	
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
1.2.2.Cn11a	Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
<b>9.4 Life Literacies and Key Skills</b>	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
<b>Connections to Holocaust, Amistad, LGBTQ, Disabilities, AAPI, and Climate Change Mandates</b>	
	Students will discuss American holidays including the contributions of Dr. Martin Luther King, Jr. Students will discuss his impact on the lives of people in America.

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Class discussion/Think Pair Share</li> <li>3. Journal entry/drawing</li> <li>4. Vocabulary Matching (Digital Resource)</li> <li>5. Kinesthetic Symbols (e.g. Thumbs up)</li> <li>6. Vocabulary Word Picture (Digital Resource)</li> </ol>
Summative	<ol style="list-style-type: none"> <li>7. Magazine Assessment: History: A Celebration</li> <li>8. Concept Map: History: A Celebration</li> </ol>
Alternative and/or Performance	<ol style="list-style-type: none"> <li>9. Honor a Hero with Scoring Rubric</li> <li>10. My Favorite Holiday with Scoring Rubric</li> </ol>

TOPIC UNDERSTANDINGS AND ACTIVITIES
<b>Essential Questions</b>

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<ul style="list-style-type: none"> <li>• What important people and events do you celebrate throughout the year?</li> <li>• How can we show appreciation for groups of people such as veterans?</li> <li>• Why is it important to recognize courageous people in history?</li> </ul>		
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)
American holidays reflect the shared values, principles, and beliefs of the American identity	6.1.2.CivicsPD.1 6.1.2.CivicsDP.2 6.1.2.CivicsDP.3 6.1.2.HistoryUP.2 6.1.2.HistoryUP.3	<ul style="list-style-type: none"> <li>• Understand and interpret a calendar</li> <li>• Identify events and people honored in holidays</li> <li>• Discuss the importance of holidays by asking and answering questions</li> <li>• Understand different ways we honor people from America's history</li> </ul>
Past events and the achievements of historical people impact our current lives.	6.1.2.CivicsPD.1 6.1.2.CivicsDP.2 6.1.2.CivicsCM.3 6.1.2.HistoryCC.3 6.1.2.HistoryUP.2 6.1.2.HistoryUP.3	<ul style="list-style-type: none"> <li>• Understand the achievements in accounts of historical people</li> <li>• Understand the achievements of Martin Luther King Jr.</li> <li>• Identify factual and fictional events by analyzing photographs</li> <li>• Understand that history relates to people and events from other times</li> </ul>
Parades are used to honor and celebrate groups of people, like veterans and workers, who have had the courage to help our country.	6.1.2.CivicsPD.1 6.1.2.CivicsDP.2 6.1.2.CivicsDP.3 6.1.2.HistoryCC.3 6.1.2.HistoryUP.2 6.1.2.HistoryUP.3	<ul style="list-style-type: none"> <li>• Identify special groups we celebrate with parades</li> </ul>
<p><b>Prepare for Topic Misunderstandings/Missed Concepts (content and skills based)</b></p> <ul style="list-style-type: none"> <li>• Students may not realize that national holidays are unique to particular countries and therefore vary.</li> </ul>		

TOPIC SPECIFIC ACTIVITIES, LINKED TO ASSESSMENTS, WITH INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS		
Skills-based Learning Activities (tied to instructional outcomes)	Assessments	Topical Instructional/Suppl. Materials (including leveled texts and digital resources)
<p><u>Topic 1: Remembering</u></p> <ul style="list-style-type: none"> <li>• Introduce</li> </ul>	1, 2, 3, 5, 7, 8	<p><b><u>Magazine 7: History: A Celebration</u></b></p> <ul style="list-style-type: none"> <li>• TE pp. 178-179, SE pp. 2-3</li> </ul>

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<ul style="list-style-type: none"> <li>● Teach Main Idea by Using Visuals, Identifying Details, Cause and Effect, and Making Connections</li> <li>● Link to Civics</li> <li>● Reading: Cause and Effect</li> <li>● Critical Thinking Skills: Tell Fact from Fiction</li> <li>● Chronological Thinking</li> <li>● Assess: What are holidays and why do we have them?</li> </ul>		<ul style="list-style-type: none"> <li>● Learn More Online                             <ul style="list-style-type: none"> <li>○ More About Independence Day</li> </ul> </li> </ul>
<p><b><u>Topic 2: Celebrating Heroes</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining, Identifying Details, Using Vocabulary, Making Connections, and Using Visuals</li> <li>● Link to Civics</li> <li>● Reading: Cause and Effect</li> <li>● Chart and Graph Skills: Use a Year Calendar</li> <li>● Assess: Why do we honor George Washington and Abraham Lincoln every year?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 7: History: A Celebration</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 180-181, SE pp. 4-5</li> <li>● Learn More Online                             <ul style="list-style-type: none"> <li>○ George Washington</li> <li>○ Honest Abe</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Abraham Lincoln</li> <li>● BrainPOP Jr.: George Washington</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>The House That George Built</i> by Suzanne Slade; Charlesbridge, 2012.</li> <li>● <i>Abe Lincoln: The Boy Who Loved Books</i> by Kay Winters; Aladdin, 2006.</li> </ul>
<p><b><u>Topic 3: I Have a Dream</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining, Comparing, Cause and Effect, and Making Connections</li> <li>● Link to Math</li> <li>● Link to Civics</li> <li>● Visual Literacy</li> <li>● Critical Thinking Skills: Tell Fact from Fiction</li> <li>● Chart and Graph Skills: Use a Year Calendar</li> <li>● Assess: What did Martin Luther King Jr. do to change people's lives?</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b><u>Magazine 7: History: A Celebration</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 182-183, SE pp. 6-7</li> <li>● Learn More Online                             <ul style="list-style-type: none"> <li>○ More about Martin Luther King Jr.</li> </ul> </li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Martin Luther King Jr.</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport; Hyperion, 2007.</li> </ul>
<p><b><u>Topic 4: Other Ways to Honor People</u></b></p> <ul style="list-style-type: none"> <li>● Introduce</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 7: History: A Celebration</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 184-185, SE pp. 8-9</li> </ul>

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<ul style="list-style-type: none"> <li>● Teach Main Idea by Retelling, Making Connections, Explaining, and Using Vocabulary</li> <li>● Link to Math</li> <li>● Visual Literacy</li> <li>● Chronological Thinking</li> <li>● Assess: Why are some people from history honored in so many different ways?</li> </ul>		
<p><u>Topic 5: A Year of Holidays</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Identifying Details and Making Connections</li> <li>● Collaborative Discussion</li> <li>● Link to Science</li> <li>● Visual Literacy</li> <li>● Chart and Graph Skills: Use a Year Calendar</li> </ul>	<p>1, 2, 3, 5, 7, 8, 10</p>	<p><b><u>Magazine 7: History: A Celebration</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 186-187, SE pp. 10-11</li> <li>● Performance Task: My Favorite Holiday</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Calendar and Dates</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>The Thanksgiving Door</i> by Debby Atwell; Houghton Mifflin Harcourt, 2003.</li> </ul>
<p><u>Topic 6: Parades</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining, Comparing, and Using Visuals</li> <li>● Link to Visual Arts</li> <li>● Reading: Cause and Effect</li> <li>● Visual Literacy</li> <li>● Assess: Why do we hold parades for special groups?</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>	<p><b><u>Magazine 7: History: A Celebration</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 188-189, SE pp. 12-13</li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Fourth of July Mice!</i> by Bethany Roberts; Houghton Mifflin Harcourt, 2014.</li> </ul>
<p><u>Topic 7: Success</u></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Using Visuals, Making Connections, and Using Vocabulary</li> <li>● Link to Science</li> <li>● Reading: Cause and Effect</li> <li>● Critical Thinking Skills: Tell Fact from Fiction</li> <li>● Assess: What do the people we honor have in common with each other?</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b><u>Magazine 7: History: A Celebration</u></b></p> <ul style="list-style-type: none"> <li>● TE pp. 190-191, SE pp. 14-15</li> <li>● Learn More Online             <ul style="list-style-type: none"> <li>○ More about Benjamin Franklin</li> <li>○ Thomas Jefferson</li> </ul> </li> </ul> <p><b><u>Literacy Connection</u></b></p> <ul style="list-style-type: none"> <li>● <i>Fifty Cents and a Dream: Young Booker T. Washington</i> by Jabari Asim; Little, Brown and Company, 2012.</li> </ul>

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<p><b>Topic 8: People with Courage</b></p> <ul style="list-style-type: none"> <li>● Introduce</li> <li>● Teach Main Idea by Explaining, Drawing Conclusions, Summarizing, and Making Connections</li> <li>● Link to Mapmaking</li> <li>● Visual Literacy</li> <li>● Spatial Thinking</li> <li>● Assess: What are some examples of people with courage?</li> </ul>	<p>1, 2, 3, 5, 7, 8, 9</p>	<p><b>Magazine 7: History: A Celebration</b></p> <ul style="list-style-type: none"> <li>● TE pp. 192-193, SE pp. 16-17</li> <li>● Learn More Online                         <ul style="list-style-type: none"> <li>○ More about Daniel Boone</li> <li>○ MOre about Pocahontas</li> </ul> </li> <li>● Performance Task: Honor a Hero</li> </ul> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>● BrainPOP Jr.: Lewis and Clark Expedition</li> </ul> <p><b>Literacy Connection</b></p> <ul style="list-style-type: none"> <li>● <i>We March</i> by Shane W. Evans; Square Fish, 2016.</li> </ul>
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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)	
<p>Supports for ELL Students:</p>	<ul style="list-style-type: none"> <li>● Work toward longer passages as skills in English increase</li> <li>● Use visuals</li> <li>● Introduce/highlight key vocabulary before lesson</li> <li>● Teacher models reading aloud daily</li> <li>● Provide peer tutoring</li> <li>● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers</li> <li>● Guided notes and/or scaffold outline for written assignments</li> <li>● Provide students with English Learner leveled readers</li> <li>● Support recommended by the grade specific <a href="#">“can do” list outlined by WIDA</a>, including Key Uses Edition and Descriptor Name Charts</li> </ul>
<p>Supports for Students With IEPs</p>	<ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> <li>● Guided notes and/or scaffold outline for written assignments</li> <li>● Work in a small group</li> <li>● Solidify and refine concepts through repetition</li> <li>● Allow answers to be given orally or dictated</li> <li>● Use multi-sensory teaching approaches</li> <li>● Utilize assistive technology and materials</li> <li>● Use large print books, Braille, or books on CD (digital text)</li> <li>● Follow all IEP modifications</li> </ul>

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Supports for At-Risk Students	<ul style="list-style-type: none"><li>● Guided notes and/or scaffold outline for written assignments</li><li>● Introduce key vocabulary before lesson</li><li>● Work in a small group</li><li>● Lesson taught again using a differentiated approach</li><li>● Allow answers to be given orally or dictated</li><li>● Use visuals / Anchor Charts</li><li>● Leveled texts according to ability</li></ul>
Supports for Gifted and Talented	<ul style="list-style-type: none"><li>● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li><li>● Provide options, alternatives and choices to differentiate and broaden the curriculum</li><li>● Organize and offer flexible small group learning activities</li><li>● Provide whole group enrichment explorations</li><li>● Teach cognitive and methodological skills</li><li>● Use center, stations, or contracts</li><li>● Organize integrated problem-solving simulations</li><li>● Propose interest-based extension activities</li><li>● Expose students to beyond level texts.</li></ul>
Supports for Students with 504 Plans:	<ul style="list-style-type: none"><li>● Follow all the 504 plan modifications</li><li>● Text to speech/audio recorded selections</li><li>● Amplification system as needed</li><li>● Leveled texts according to ability</li><li>● Fine motor skill stations embedded in rotation as needed</li><li>● Modified or constrained spelling word lists</li><li>● Provide anchor charts with high frequency words and phonemic patterns</li></ul>