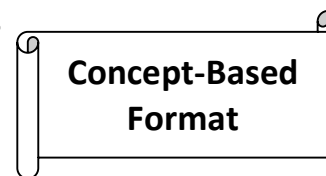




4Washington Township Public Schools

Office of Curriculum & Instruction

Curriculum Guide Checklist



Course Title: Social Studies

Grade: Kindergarten

Submitted By: Anita Bucci

Date: Summer 2011

Revised By: Lauren Gregory

Date: Summer 2016

(Elementary Director or /MS/HS Dept Supervisor please check)

Acceptable	Not Acceptable	N/A	Curriculum Guide Component	Comments
			I. Cover Page (Course Description)	
			II. Scope & Sequence	
			III. List of Major Units of Study	
			IV. For each unit of study, include the following:	
			A. Unit Overview	
			B. Unit Graphic Organizer (<i>Web</i>)	
			C. Unit Plan	
			1. Sub-Topics/Concepts & Vocabulary	
			2. Critical Content (<i>Students will know...</i>)	
			3. Skill Objectives (<i>Students will be able to...</i>)	
			4. Instructional/Learning Activities	
			5. Cross-Curricular Skill Integration	
			6. Instructional Resources (<i>Print & Technology</i>)	
			7. Evaluation/Assessment	
			8. Primary Core Content Standards with CPI's	
			D. Lesson Plan Detail	
			E. Cross-Content Standards Analysis Page	
			F. Unit Modifications	

APPROVAL

Principal: _____

Department Supervisor: _____

Curriculum Director: _____

Asst. Superintendent: _____

Board of Education: _____

PLEASE NOTE: A completed and signed checklist **MUST** accompany each course of study that is submitted for approval.

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course Title: Social Studies

Grade: Kindergarten

Submitted By: Anita Bucci

Date: Summer 2011

Revised By: Lauren Gregory

Date: Summer 2016

Under the Direction of: Christine Gehringer, Supervisor of Elementary Education

The purpose of Social Studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, self-directed, responsible, and contributing citizens of their communities, state, nation, and world. Effective Social Studies education promotes the understanding of global relations and makes connections from the past to the present, and into the future. It is our belief that social studies teaching, and learning, become powerful when they are meaningful, integrative, values-based, challenging, and active.

Description:

Throughout the units, Kindergarteners will learn to become active citizens of the 21st Century by:

- Recognizing that people have different perspectives based on their beliefs, values, traditions, culture, and experiences,
- Identifying stereotypes, bias, prejudice, and discrimination in their lives & communities,
- Becoming aware of their relationships to people, places, and resources in the local community and beyond,
- Making informed and reasoned decisions by seeking and assessing information, asking questions, & evaluating alternate solutions,
- Developing strategies to reach consensus and resolve conflict, and
- Demonstrating an understanding of the need for fairness and take appropriate action against unfairness.

Joseph A. Vandenberg: Assistant Superintendent for Curriculum & Instruction

Barbara E. Marciano: Director of Elementary Education

Jack McGee: Director of Secondary Education

Written: June 2011

Revised: August 2016

BOE Approval:

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-Century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

MAJOR UNITS OF STUDY

Course Title: Social Studies – Kindergarten

I. Rules & Laws

II. Community Helpers

III. Map Skills

IV. Our Environment & People; The Way We Live

V. Historical Symbols, Figures, and Holidays

UNIT 1 OVERVIEW

Unit Title: Rules & Laws

Unit Description: Through literature, students will explain how rules and laws are created by community, state, and national governments to protect the rights of people, help resolve conflicts, and promote the common good. Students will evaluate what makes a good rules or laws, and explain how various cultural groups have dealt with conflict – from maintaining traditional beliefs and practices, to adopting new ones.

Essential Questions	Enduring Understandings/ Generalizations <i>Students will understand that:</i>	Guiding Questions
<ul style="list-style-type: none"> • How do citizens, civic ideals, & government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality and respect for human dignity? 	<ul style="list-style-type: none"> • Rules and laws are important in keeping order, ensuring safety, and preventing conflict. 	<ul style="list-style-type: none"> • What is a rule? • What is a law? • What is the difference between rules and laws?
		<ul style="list-style-type: none"> • Why are rules and laws important? • How are rules/laws created by/for a community?
	<ul style="list-style-type: none"> • Working together and practicing “common good” help resolve conflict. 	<ul style="list-style-type: none"> • How would you describe the difference between “safe”/“unsafe” and “good”/“poor” choices? • Why is it importance to make “good”/“safe” choices? • Why do consequences exist? <ul style="list-style-type: none"> • What is conflict? • How can we positively resolve conflict? • What is the “common good”?

UNIT 1 ORGANIZER

Sub-Concept/Topic

- Identify & define “rules” and “laws”
- Differentiate between rules and laws

Sub-Concept/Topic

- Explain the importance of rules/laws/safety
- Explain why authority figures make and help people follow rules/laws

THEME/UNIT:

Rules & Laws

CONCEPTUAL LENS:

Literature

Sub-Concept/Topic

- Classify choices/actions as “good”, “poor”, “safe”, or “unsafe”
- Identify/define “consequences”

Sub-Concept/Topic

- Differentiate between positive and negative means of conflict
- Demonstrate how to resolve problems in a positive manner

UNIT 1 PLAN

Course Title: Social Studies

Grade: Kindergarten

Unit Number: 1

Unit Title: Rules & Laws

Conceptual Lens: Literature

Time Allocation: Ongoing & integrated throughout

Evaluation/Assessment: Informal; Throughout unit; Teacher discretion

Primary Core Content Standards with Cumulative Progress Indicators	
RL.K.1 – 10	RI.K.1
RF.K.1 – 3	SL.K.1 – 6
W.K.2 – 3	L.K.4 – 6
6.1.4.A.1	6.3.4.A.1
6.1.4.D.15	

Vocabulary	Critical Content
<ul style="list-style-type: none"> • Rules • Laws • Safety • Follow • Disobey • Authority figures • Time-order terms (<i>Ex: first, next, last, etc.</i>) • Positional terms (<i>Ex: next to, between, under, over, through, etc.</i>) • Consequences • Actions • Choices • Conflict resolution (<i>negative & positive</i>) • Respect 	<p>Students will know...</p> <ul style="list-style-type: none"> • The difference between rules and laws • The importance of following rules and laws • Why authority figures make rules/laws and enforce consequences • All actions have consequences when rules/laws are not followed • The difference between safe and unsafe actions • The difference between positive and negative solutions to conflict • How to resolve conflict in a positive manner
Skill Objectives	Instructional/Learning Activities
<p>Students will be able to...</p> <ul style="list-style-type: none"> • Name the classroom rules • Identify the difference between rules and laws • Determine/explain the importance of following rules and laws • Identify the members of the community who are responsible for creating and carrying out laws 	<ul style="list-style-type: none"> • Actively listen to/discuss stories about rules, rule following, and safety • Create (& agree upon) a set of classroom rules (& consequences) • Generate a “Rules & Laws” Venn Diagram to compare/contrast • Illustrate & dictate/write to explain why it’s important to have rules/laws, or what would happen if we did not have rules/laws

<ul style="list-style-type: none"> • Use time and positional vocabulary to describe actions • Classify, compare, & contrast good and bad decision making • Identify the purpose of having consequences • Demonstrate/explain/create positive conflict resolutions using time and positional vocabulary • Make connections and apply to real life scenarios by following the rules and practicing good safety 	<ul style="list-style-type: none"> • Illustrate a member of the community, and then dictate/write an example of a rule/law they have created/carried out (<i>Ex: parent → bedtime = 8:00pm; teacher → raise your hand to speak; principal → walk quietly in the hallway; police officer → stop at red lights, etc.</i>) • Sort/classify actions/choices as “good”, “poor”, “safe”, or “unsafe” • Role play a variety of age-appropriate “conflicts” that are resolved negatively. Then, discuss and work together to modify the existing resolution to be more positive. • Continually hold classroom meetings and discussions (<i>OLWEUS</i>)
Cross-Curricular Skill Integration	Resources
<ul style="list-style-type: none"> • Asking/answering questions • Sequencing • Sorting/classifying • Positional vocabulary • Monitoring understanding (self & teacher-guided) • Making connections • Visualizing • Determining importance • Inferencing 	<p>Print:</p> <ul style="list-style-type: none"> • <u>The Kingdom with No Rules, No Laws, and No King</u> by Norman Stiles • <u>Do Unto Otters</u> by Laurie Keller • <u>Never Spit on Your Shoes</u> by Denys Cazet • <u>The Day a Monster Came to School</u> (<i>Author unknown; Can be located online for free</i>) • <u>Officer Buckle and Gloria</u> by Peggy Rathmann • <u>Please Play Safe: Penguins Guide to Playground Safety</u> by Margery Cuyler • Student magazines (<i>Ex: Let’s Find Out, Weekly Reader, Time for Kids</i>) • Other teacher-selected or created literature/resources <p>Technology:</p> <ul style="list-style-type: none"> • “Epic” or “Zing!” iPad app • “Draw Free” iPad app (or similar) can be utilized as a technological alternative for the illustrating activities listed above • “Sock Puppets” iPad app can be utilized to create role playing scenarios • “Brain Pop Jr.” iPad app or access online: <ul style="list-style-type: none"> ○ https://jr.brainpop.com/socialstudies/communities/school/ ○ https://jr.brainpop.com/socialstudies/communities/kindergarten/ ○ https://jr.brainpop.com/socialstudies/government/localandstategovernments/ • “Community Rules and Laws” video (<i>posted by Alisha Smith</i>): <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=TuBWhT3daz4 • Teacher-selected Safari Montage videos

Modifications for Special Population Students

Unit 1

Struggling Learners	Gifted & Talented Students	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage(s) • Complete “picture walk” to build background • Offer 1:1 support by enlisting instructional assistants, resource teacher, and/or student-teachers to read with students. 	<ul style="list-style-type: none"> • Encourage G&T students to further explore self-selected topics (that align with/mirror the unit), using the Internet, classroom literature, and/or resources they have at home. • Utilize “Extension Activities” listed in Teacher Manuals • “Teach” a similar concept to peers (individually or with a team) • Create assignments/projects/presentations using multimedia that demonstrate a deeper understanding of the concept(s). 	<ul style="list-style-type: none"> • Refer to Teacher Manual for ELL activities (if available) • Preview/pre-teach vocabulary • Establish peer-tutoring or partner activities • Use illustrations/visual aids to build background and foster understanding • Pose review questions to monitor/ensure understanding of the concepts taught 	<p><i>Always refer to a student’s IEP for specific modifications in addition to:</i></p> <ul style="list-style-type: none"> • Repeat, reword, or rephrase instructions • Use manipulative, concrete examples, and/or visual aids to convey concepts • Provide extra time to complete assignments/tasks • Ask students to verbalize/explain thinking before completing task • “Chunk” tasks • Draw pictures to demonstrate understanding

UNIT 2 OVERVIEW

Unit Title: Community Helpers

Unit Description: Through literature, students will acquire information from community members and/or discuss local issues. Students will identify problems in school and community. Students will select an issue and develop an action plan to inform school and/or community members about the issue. Students will explore/discuss community helpers, jobs performed, different kinds of work and how we can help.

Essential Questions	Enduring Understandings/ Generalizations <i>Students will understand that:</i>	Guiding Questions
<ul style="list-style-type: none"> • How do citizens, civic, ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality and respect for human dignity? 	<ul style="list-style-type: none"> • Each community helper has different requirements and/or tasks to complete. • Community helpers make daily contributions to their community. 	<ul style="list-style-type: none"> • Who/what is a community helper? • What roles and responsibilities do community helpers have?
	<ul style="list-style-type: none"> • Consumers rely on goods and services to sustain daily life. • Goods are items that are obtained by trading or purchasing. • Work that is done for someone is considered a service. • Jobs in the community can provide either a good or service. 	<ul style="list-style-type: none"> • What are goods? Services? • How are goods and services different?
	<ul style="list-style-type: none"> • Universal community issues and concerns exist, and its important to become aware and learn how to prevent/handle them. <i>(Ex: fire prevention, pollution, safety, etc.)</i> 	<ul style="list-style-type: none"> • What types of jobs provide consumers with a good? A service? • How do services help the members of our community?
	<ul style="list-style-type: none"> • Good citizens are people who obey laws, contribute to society, and participate in public affairs. 	<ul style="list-style-type: none"> • What are community issues/concerns? • How can we do our part to overcome universal community issues/concerns?

UNIT 2 ORGANIZER

Sub-Concept/Topic

- Identify the responsibilities & and roles of community helpers
- Make real-world connections by communicating/meeting with helpers from our community

Sub-Concept/Topic

- Identify/differentiate between goods and services

Sub-Concept/Topic

- Recognize that many different types of jobs provide goods and/or services
- Identify how those services help members of the community

THEME/UNIT:

Community Helpers

CONCEPTUAL LENS:

Literature

Sub-Concept/Topic

- Identify local community issues & ways to prevent them

Sub-Concept/Topic

- Define “citizenship”
- Identify/name ways we can be a good citizen

Sub-Concept/Topic

- Perform random acts of kindness by helping at home, being polite/kind/thoughtful to others, etc.

UNIT 2 PLAN

Course Title: Social Studies

Grade: Kindergarten

Unit Number: 2

Unit Title: Community Helpers

Conceptual Lens: Literature

Time Allocation: Ongoing & integrated throughout

Evaluation/Assessment: Informal; Throughout unit; Teacher discretion

Primary Core Content Standards with Cumulative Progress Indicators

RL.K.1 – 10

RI.K.1

RF.K.1 – 3

W.K.2 – 3

SL.K.1 – 6

L.K.4 – 6

6.3.4.A.2

6.3.4.A.3

Vocabulary	Critical Content
<ul style="list-style-type: none"> • Community/neighborhood • Community helpers • Goods • Services • Responsibility • Contributions • Local, community issues/concerns • Citizen/citizenship • Random acts of kindness 	<p>Students will know...</p> <ul style="list-style-type: none"> • How community helpers maintain and enhance our community • How goods and services help members of the community sustain daily life • Ways we can help others at home, in school, and/or in our community • The meaning of “good citizenship”
Skill Objectives	Instructional/Learning Activities
<p>Students will be able to...</p> <ul style="list-style-type: none"> • Name various community helpers and define their roles and responsibilities • Identify goods and services • Differentiate between goods and services • Identify jobs in the community that provide goods or services • Identify universal community issues how to prevent/handle them • Explain/demonstrate good citizenship 	<ul style="list-style-type: none"> • Actively listen to/discuss stories/view videos about community helpers • Illustrate and dictate/write about community helpers (<i>May wish to compose a class book about the helpers in our community.</i>) (“My Place in the World” Schoolwide Reading Fundamentals, IRA Lesson 5 & ML Lessons 1, 3, 6, 7 Extensions) • Role-play the roles and responsibilities of community helpers in small-groups and/or during Dramatic Play (“My Place in the World” Schoolwide Reading Fundamentals, IRA Lesson 7 Extension) • Create a poster, advertisement, or commercial (using the iPad/iMovie) that encourages people to visit our community (“My

	<p><i>Place in the World” Schoolwide Reading Fundamentals, ML Lesson 9 Extension)</i></p> <ul style="list-style-type: none"> • Actively listen to/discuss stories/view videos about goods and services • Classify/compare & contrast goods and services by playing a sorting game with teacher-created illustrations and/or creating a class Venn Diagram • Play “Community Clue” <i>(Create a simple game that asks students to listen to clues about a service or a helper, and then must explain either the helper who provides it, or service that they provide. You may wish to put the clues on PowerPoint slides and have your students illustrate the answers on slates/iPads, or create a large, interactive game board on the board.)</i> • Participate in school assemblies covering universal issues of concern (Ex: Fire Prevention, Our Earth, pollution, safety) • Actively listen to/discuss stories/view videos about good citizenship • List ways to be a good citizen • Pose scenarios that exhibit good or poor citizenship. Have students explain why they consider the action to be what it is. If it is a demonstration of poor citizenship, have students brainstorm a way to modify it. <i>(You can use slates, physical movment, iPad responders like “Mentimeter” or “Socrative”, etc.)</i> • Draw and dictate/write about a time when they demonstrated an act of kindness. <i>(May wish to extend activity by asking students to set a “Kindness Goal” – Ex: How many acts of kindness can they do before the end of the week? How will they meet their goal?)</i> • Continually hold classroom meetings and discussions (<i>OLWEUS</i>)
Cross-Curricular Skill Integration	Resources
<ul style="list-style-type: none"> • Asking/answering questions • Making connections • Visualizing • Determining importance • Inferring 	<p>Print:</p> <ul style="list-style-type: none"> • <u>Whose Hat Is This? A Look at Hats Workers Wear</u> by Sharon Katz Cooper <i>(included in Schoolwide Reading Fundamentals Mentor Text Pack)</i> • <u>Helpers in My Community</u> by Bobbie Kalman <i>(included in Schoolwide Reading Fundamentals Mentor Text Pack)</i> • <u>Clothesline Clues to Jobs People Do</u> by Kathryn Heling • <u>On the Town</u> by Judith Caseley

- Whose Hands are These? by Miranda Paul
- Machines at Work by B. Barton
- Maisey, Charley and the Wobbly Tooth by Lucy Cousins
- When I Grow Up: An Alphabet Book of Occupations by P. K. Hallinan
- Firefighters!: Speeding! Spraying! Saving! by P. Hubbell
- Bunny Money by Rosemary Wells
- Caps for Sale by Esphyr Slobodkina
- Berenstain Bears Trouble with Money by Stan & Jan Berentain
- Strega Nona Meets Her Match by Tomie dePaola
- Schoolwide Reading Fundamentals “My Place in the World” Unit
- Student magazines (*Ex: Let’s Find Out, Weekly Reader, Time for Kids*)
- Other teacher-selected or created literature/resources
 - **COMPREHENSIVE BOOK LIST →**
<http://www.themeasuredmom.com/100-community-helper-books/>
 - **LEARNING ACTIVITIES & CRAFT IDEAS →**
https://www.pinterest.com/cassie_osborne/community-helpers-for-kids/

Technology:

- “Epic” or “Zing!” iPad app
- “Draw Free” iPad app (or similar) can be utilized as a technological alternative for the illustrating activities listed above
- “Sock Puppets” iPad app can be utilized to create role playing scenarios
- “Mentimeter” or “Socrative” iPad app can be utilized for gaining instantaneous feedback during discussions/games
- “Brain Pop Jr.” iPad app or access online:
 - <https://jr.brainpop.com/socialstudies/communities/communityhelpers/>
 - <https://jr.brainpop.com/socialstudies/communities/goodsandservices/>
- Teacher-selected Safari Montage videos

Modifications for Special Population Students

Unit 2

Struggling Learners	Gifted & Talented Students	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage(s) • Complete “picture walk” to build background • Offer 1:1 support by enlisting instructional assistants, resource teacher, and/or student-teachers to read with students. 	<ul style="list-style-type: none"> • Encourage G&T students to further explore self-selected topics (that align with/mirror the unit), using the Internet, classroom literature, and/or resources they have at home. • Utilize “Extension Activities” listed in Teacher Manuals • “Teach” a similar concept to peers (individually or with a team) • Create assignments/projects/presentations using multimedia that demonstrate a deeper understanding of the concept(s). 	<ul style="list-style-type: none"> • Refer to Teacher Manual for ELL activities (if available) • Preview/pre-teach vocabulary • Establish peer-tutoring or partner activities • Use illustrations/visual aids to build background and foster understanding • Pose review questions to monitor/ensure understanding of the concepts taught 	<p><i>Always refer to a student’s IEP for specific modifications in addition to:</i></p> <ul style="list-style-type: none"> • Repeat, reword, or rephrase instructions • Use manipulative, concrete examples, and/or visual aids to convey concepts • Provide extra time to complete assignments/tasks • Ask students to verbalize/explain thinking before completing task • “Chunk” tasks • Draw pictures to demonstrate understanding

UNIT 3 OVERVIEW

Unit Title: Map Skills

Unit Description: Through literature, students will explore spatial thinking and geographic tools that can be used to describe and analyze the spatial patterns and organization of people, places, things and environments on Earth.

Essential Questions	Enduring Understandings/ Generalizations <i>Students will understand that:</i>	Guiding Questions
<ul style="list-style-type: none"> How do physical geography and the human environment interact to influence or determine the development of cultures, societies, and nations? 	<ul style="list-style-type: none"> Neighborhoods are places where groups of people live, work, and play together. There are three different classifications of neighborhoods: rural, suburban, & urban. 	<ul style="list-style-type: none"> What is a neighborhood/community? Can it be found on a map? What is a rural community? Suburban...? Urban...? How are rural, suburban, and urban communities alike and different?
	<ul style="list-style-type: none"> The Earth has many different physical characteristics, including <i>(but not limited to)</i> made of rock and metal, 70% of its surface is covered by water, has 3 layers, etc. 	<ul style="list-style-type: none"> What are the physical characteristics of the Earth?
	<ul style="list-style-type: none"> Maps are useful tools that are visual representations of an area of land or sea, and show its physical features. 	<ul style="list-style-type: none"> What are maps? What are their characteristics? How and when are maps helpful?
	<ul style="list-style-type: none"> Globes are spherical models of the Earth, that display its physical features. However, unlike maps, they are representations of the entire Earth. 	<ul style="list-style-type: none"> What are globes? What are their characteristics? How are maps and globes alike/different? How and when are globes helpful? How does one distinguish between land and water on a map/globe?
	<ul style="list-style-type: none"> People use different modes of transportation to travel across the globe. 	<ul style="list-style-type: none"> What are different modes of transportation? How and why do people travel? How & why are maps useful to travelers?

UNIT 3 ORGANIZER

Sub-Concept/Topic

- Identify neighborhoods as a place where groups of families/ people live, work, and play together

Sub-Concept/Topic

- Identify, compare, & contrast urban, suburban, & rural communities

Sub-Concept/Topic

- Describe the Earth's physical characteristics

THEME/UNIT:

Map Skills

CONCEPTUAL LENS:

Literature

Sub-Concept/Topic

- Identify the components of a map
- Read and construct simple maps of familiar areas

Sub-Concept/Topic

- Identify the globe as a model of the Earth
- Distinguish between land and water on a globe
- Compare/contrast maps/globes

Sub-Concept/Topic

- Identify different modes of transportation
- Name ways people travel
- Connect map skills to travelling

UNIT 3 PLAN

Course Title: Social Studies

Grade: Kindergarten

Unit Number: 3

Unit Title: Map Skills

Conceptual Lens: Literature

Time Allocation: Ongoing & integrated throughout

Evaluation/Assessment: Informal; Throughout unit; Teacher discretion

Primary Core Content Standards with Cumulative Progress Indicators

RL.K.1 – 10

RI.K.1

RF.K.1 – 3

W.K.2 – 3

SL.K.1 – 6

L.K.4 – 6

6.1.4.B.1

6.1.4.B.3

Vocabulary	Critical Content
<ul style="list-style-type: none"> • Maps • Globes • Earth • Physical features (of the Earth) • Locations that can be located on the map • Map key • City/urban • Neighborhood/suburban • Country/rural • Transportation • Travel 	<p>Students will know...</p> <ul style="list-style-type: none"> • The features and characteristics of homes & neighborhoods • The differences between cities, neighborhoods, & the countryside • The physical characteristics of the Earth • How to analyze and describe the physical features of the Earth found on maps/globs • The differences between maps and globes • How map/globe information is a helpful resource • Why people travel • The various modes/importance/uses of transportation
Skill Objectives	Instructional/Learning Activities
<p>Students will be able to...</p> <ul style="list-style-type: none"> • Name the features and characteristics of homes & neighborhoods • List places found in neighborhoods (<i>Ex: post office, police station, fire department, school, bank, library, markets, etc.</i>) • Identify and differentiate between rural, suburban, and urban communities • Compare and contrast rural, suburban, and urban communities • Describe and analyze the Earth’s physical features • Identify the characteristics of a map 	<ul style="list-style-type: none"> • Actively listen to/discuss stories/view videos about homes • Illustrate and dictate/write about their own home (<i>“My Place in the World” Schoolwide Reading Fundamentals, ML Lessons 4 & 5 Extensions</i>) • Actively listen to/discuss stories/view videos about neighborhoods & different communities (Ex: rural, suburban, and urban communities) • List/sort the characteristics of rural, suburban, and urban communities

<ul style="list-style-type: none"> • Read/use a variety of maps to acquire/analyze information • Construct a map of a familiar place • Identify the characteristics of a globe • Differentiate between land and water on a map and a globe • Compare and contrast a map and a globe • Explain how and why people travel • Identify various modes of transportation 	<ul style="list-style-type: none"> • Create a 3-way Venn Diagram to compare & contrast rural, suburban, and urban communities • Actively listen to/discuss stories/view videos about the physical features of the Earth • List the characteristics of the Earth • Actively listen to/discuss stories/view videos about maps • View various types of maps & explain/discuss their characteristics • Role-play scenarios where students have to use a map, and follow directions to “move” from a departure point to a destination. <i>(May wish to project a simple town map onto the board, create your own on chart paper, or have reproduce copies for student, interactive use.)</i> • Construct a map of a familiar place, using all the necessary components (<i>“My Place in the World” Schoolwide Reading Fundamentals, IRA Lesson 1 Extension</i>) • View a globe & explain/discuss its characteristics • Create a Venn Diagram to compare & contrast maps & globes • Actively listen to/discuss stories/view videos about travel and transportation • List, compare, and contrast various types of transportation • Design a travel plan for their family that includes a list of modes of transportation and a map to help navigate
Cross-Curricular Skill Integration	Resources
<ul style="list-style-type: none"> • Asking/answering questions • Making connections • Visualizing • Determining importance • Inferring • Monitor understanding (self & teacher-guided) 	<p>Print:</p> <ul style="list-style-type: none"> • <u>Me on the Map</u> by Joan Sweeney <i>(included in Schoolwide Reading Fundamentals Mentor Text Pack)</i> • <u>Follow that Map! A First Book of Mapping Skills</u> by Scot Ritchie • <u>There’s a Map on my Lap! All About Maps</u> by Tish Rabe • <u>Where Do I Live?</u> by Neil Chesnow • <u>Mapping Penny’s World</u> by Loreen Leedy • <u>Lucy in the City: A Story About Developing Spatial Thinking Skills</u> by Julie Dillemath • <u>Looking at Maps and Globes</u> <i>(Rookie Read-About Geography)</i> by Rebecca Olien • <u>We Need Directions</u> <i>(Rookie Read-About Geography)</i> by Sarah E De Capua

- Map Keys (*Rookie Read-About Geography*) by Rebecca Olien
- Schoolwide Reading Fundamentals “My Place in the World” Unit
- Student magazines (*Ex: Let’s Find Out, Weekly Reader, Time for Kids*)
- Other teacher-selected or created literature/resources

Technology:

- “Epic” or “Zing!” iPad app
- “Draw Free” iPad app (or similar) can be utilized as a technological alternative for the illustrating activities listed above
- “Sock Puppets” iPad app can be utilized to create role playing scenarios
- “Mentimeter” or “Socrative” iPad app can be utilized for gaining instantaneous feedback during discussions/games
- “Brain Pop Jr.” iPad app or access online:
 - <https://jr.brainpop.com/socialstudies/geography/readingmaps/>
 - <https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/>
 - <https://jr.brainpop.com/socialstudies/communities/transportation/>
- Map Quest (or similar interactive, online/virtual map)
- Teacher-selected Safari Montage videos

Modifications for Special Population Students

Unit 3

Struggling Learners	Gifted & Talented Students	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage(s) • Complete “picture walk” to build background • Offer 1:1 support by enlisting instructional assistants, resource teacher, and/or student-teachers to read with students. 	<ul style="list-style-type: none"> • Encourage G&T students to further explore self-selected topics (that align with/mirror the unit), using the Internet, classroom literature, and/or resources they have at home. • Utilize “Extension Activities” listed in Teacher Manuals • “Teach” a similar concept to peers (individually or with a team) • Create assignments/projects/presentations using multimedia that demonstrate a deeper understanding of the concept(s). 	<ul style="list-style-type: none"> • Refer to Teacher Manual for ELL activities (if available) • Preview/pre-teach vocabulary • Establish peer-tutoring or partner activities • Use illustrations/visual aids to build background and foster understanding • Pose review questions to monitor/ensure understanding of the concepts taught 	<p><i>Always refer to a student’s IEP for specific modifications in addition to:</i></p> <ul style="list-style-type: none"> • Repeat, reword, or rephrase instructions • Use manipulative, concrete examples, and/or visual aids to convey concepts • Provide extra time to complete assignments/tasks • Ask students to verbalize/explain thinking before completing task • “Chunk” tasks • Draw pictures to demonstrate understanding

UNIT 4 OVERVIEW

Unit Title: Our Environment & People; The Way We Live

Unit Description: Through literature, students will gain knowledge, identify, and explain how the ways in which we live, impact our community, and the environment around us.

Essential Questions	Enduring Understandings/ Generalizations <i>Students will understand that:</i>	Guiding Questions
<ul style="list-style-type: none"> How can the physical environment both accommodate and be endangered by human activities? 	<ul style="list-style-type: none"> All humans have the same 5 basic needs that are vital to sustaining life: air, water, food, shelter, and sleep. It is human nature to have additional “wants” that are not required to for us to live. 	<ul style="list-style-type: none"> What are our basic needs? What are some examples of wants? How are our basic needs for food, clothing, and shelter met? How are our needs and wants different? How do people acquire needs and wants? How do individuals decide on needs and wants?
	<ul style="list-style-type: none"> All families do not look the same; they vary in size and composition. Making and maintaining friendships are essential to our personal happiness and growth. 	<ul style="list-style-type: none"> What is a “family”? Who can be a part of your family? How are families alike and different? Who/what are “friends”? Why is it important to make and keep friends?
	<ul style="list-style-type: none"> Families live in all different types of homes. Homes, and the way we live, have changed over time due to our ever-changing wants & needs (<i>mostly technology</i>). 	<ul style="list-style-type: none"> What are the different types of homes? How are homes of today alike/different from the homes in the past?
	<ul style="list-style-type: none"> We are a part of a much bigger world: community → state → country. Communities, regions, and states each have their own distinct characteristics that have changed over time. 	<ul style="list-style-type: none"> What is a community? What are the characteristics of a community? How does a community change? What is a state?

	<ul style="list-style-type: none"> • In which state do we live? • How is our state alike/different from others? • What is a country/nation? • In which country do we live? • How is our country alike/different from others? • How and why has our physical world changed over time?
<ul style="list-style-type: none"> • Earth has renewable and non-renewable resources that support human life. • It is important to protect our natural resources now so that future generations may utilize them as well. 	<ul style="list-style-type: none"> • What are non-renewable natural resources? • What are renewable natural resources? • Where can we find natural resources? • How do people choose to use and divide natural resources? • How can we conserve/protect our natural resources?
<ul style="list-style-type: none"> • Pollution is harmful to us and the world in which we live. • We can respect (and help restore) the environment by “going/being green”. 	<ul style="list-style-type: none"> • What is pollution? • How do people and their interactions pollute (and impact) our environment? • How does pollution effect our world? • How can we respect our Earth?

UNIT 4 ORGANIZER

Sub-Concept/Topic

- Identify needs and wants
- Explain how the basic needs of life (*food, water, clothing, shelter, etc.*) can be met.

Sub-Concept/Topic

- Recognize families may vary in size and composition
- Recognize the importance of making and maintaining friendships

Sub-Concept/Topic

- Identify, compare, & contrast the different types of homes
- Compare & contrast homes from the past & present

THEME/UNIT:

Our Environment & People; The Way We Live

CONCEPTUAL LENS:

Literature

Sub-Concept/Topic

- Recognize that states are a composition of communities
- Recognize that our nation is a composition of 50 states

Sub-Concept/Topic

- Identify where we obtain natural resources & how they are used
- Observe/identify ways we conserve, use, and protect our natural resources

Sub-Concept/Topic

- Define “pollution” & its effect on the Earth
- Name ways that demonstrate respect towards the Earth

UNIT 4 PLAN

Course Title: Social Studies

Grade: Kindergarten

Unit Number: 4

Unit Title: Our Environment & People; The Way We Live

Conceptual Lens: Literature

Time Allocation: Ongoing & integrated throughout

Evaluation/Assessment: Informal; Throughout unit; Teacher discretion

Primary Core Content Standards with Cumulative Progress Indicators

RL.K.1 – 10

RI.K.1

RF.K.1 – 3

W.K.2 – 3

SL.K.1 – 6

L.K.4 – 6

6.1.4.B.5

6.1.4.B.8

6.1.4.D.11

6.1.4.C.14

Vocabulary	Critical Content
<ul style="list-style-type: none"> • Needs • Wants • Family • Friends • Variety • Types of Homes (<i>Ex: house, apartment, mobile home, tent, igloo, cabin, etc.</i>) • Neighborhood/community • State • Country/nation • World • Earth • Environment • Natural resources • Pollution 	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The difference between needs and wants • The variety of ways in which families exist • The importance of establishing and maintaining friendships • The different types of homes, and how they have changed over time • How states are comprised of communities, our nation is comprised of states, and our world is comprised of nations • How our world has changed over time • How to identify between and conserve Earth’s renewable and non-renewable natural resources • How pollution is effecting the Earth (currently and for the future) • How to care for ourselves and our environment
Skill Objectives	Instructional/Learning Activities
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the characteristics of needs and wants • Distinguish between needs and wants • Explain how the basic needs of life are met • Recognize and explain the possible variations in families 	<ul style="list-style-type: none"> • Actively listen to/discuss stories/view videos about needs & wants • List the characteristics of needs and wants • Sort/classify a variety of items as needs or wants • Actively listen to/discuss stories/view videos about families

- Distinguish between the different types of homes in which families can live
- Compare and contrast the different types of homes
- Compare and contrast homes from the past and present
- Recognize that states are a composition of smaller communities
- Recognize that our nation is a composition of 50 states
- Examine, compare, & contrast different communities (and their contributions) within our state, country, and world
- Define and distinguish between “non-renewable” and “renewable” natural resources
- Identify ways to use non-renewable and renewable resources
- Identify ways to conserve/protect non-renewable and renewable resources
- Define “pollution” and identify its effect on the Earth
- List ways to care and display respect for the Earth

- Illustrate (or show photographs) and dictate/write about their family (*“My Place in the World” Schoolwide Reading Fundamentals, IRA Lesson 3 Extension*)
- Discuss illustrations and highlight the similarities and differences between each student’s family
- Actively listen to/discuss stories/view videos about different types homes
- Illustrate (or show photographs) and dictate/write about their home
- Create a collection of students’ home illustrations and discuss. Highlight the similarities and differences between each student’s home. Add to the collection by including types of homes not pictured. (*“My Place in the World” Schoolwide Reading Fundamentals, IRA Lesson 8 Extension*)
- Create a multi-way Venn Diagram to compare & contrast all the different types of homes (use collection of photos as a reference point)
- Actively listen to/discuss stories/view videos about homes throughout history
- Compare/contrast homes from then & now using a Venn Diagram
- Actively listen to/discuss stories/view videos about the 50 states and the U.S.
- Examine different communities in different regions of the state, country, and world through photographs, books, videos, etc.
- Discuss the contributions of each region to the whole (*Ex: New Jersey → tomatoes, peaches, corn; Florida → oranges; California → avocados; Wisconsin → cheese; Washington → apples; Eastern seaboard → seafood*)
- Actively listen to/discuss stories/view videos about natural resources
- Discuss the difference between non-renewable and renewable natural resources
- List non-renewable & renewable natural resources that we use and their origins
- Actively listen to/discuss stories/view videos about conserving our natural resources and pollution
- List ways to take care of our environment

	<ul style="list-style-type: none"> • Create a Public Service Announcement to convince citizens to respect the Earth (<i>Get creative! Use the iPads/iMovie to film a skit.</i>)
Cross-Curricular Skill Integration	Resources
<ul style="list-style-type: none"> • Asking/answering questions • Making connections • Visualizing • Determining importance • Inferring • Monitor understanding (self & teacher-guided) • Science <ul style="list-style-type: none"> ◦ Earth Day ◦ Arbor Day ◦ Reduce, Reuse, Recycle 	<p>Print:</p> <ul style="list-style-type: none"> • <u>The Giving Tree</u> by Shel Silverstein • <u>Those Shoes</u> by Maribeth Boelts • <u>The Hard-Time Jar</u> by Ethel Footman Smothers • <u>Berenstain Bears Get the Gimmes</u> • <u>Something Good</u> by Robert Munsch • <u>If You Give a Mouse a Cookie</u> by Laura Numeroff • <i>Me and My Family Tree by Joan Sweeney (included in Schoolwide Reading Fundamentals Mentor Text Pack)</i> • <i>Fancy Nancy: My Family History by Jane O'Connor (included in Schoolwide Reading Fundamentals Mentor Text Pack)</i> • <u>The Family Book</u> by Todd Parker • <u>Who's In My Family?</u> by Robie H. Harris • <u>All Kinds of Families</u> by Mary Ann Hoberman • <u>Families, Families, Families</u> by Suzanne & Max Lang • <i>A House Is a House for Me by Mary Ann Hoberman (included in Schoolwide Reading Fundamental Mentor Text Pack)</i> • <u>All Kinds of Homes (A Lift the Flap Book)</u> by Emma Damon • <u>Homes Around the World</u> by Judy Nayer • <u>Houses Around the World</u> by Lisa James • <u>If You Lived Here: Houses of the World</u> by Giles Laroche • <u>Franklin's Neighborhood</u> by Paulette Bourgeois • <u>The City Kid & The Suburb Kid</u> by Deb Pilutti • <u>What Does It Mean To Be Green?</u> by Rana DiOrio • <u>The Lorax</u> by Dr. Seuss • <u>Berenstain Bears: Don't Pollute Anymore</u> by Stan & Jan Berenstain • Schoolwide Reading Fundamentals "My Place in the World" Unit • Student magazines (<i>Ex: Let's Find Out, Weekly Reader, Time for Kids</i>) • Other teacher-selected or created literature/resources <p>Technology:</p>

- “Epic” or “Zing!” iPad app
- “Draw Free” iPad app (or similar) can be utilized as a technological alternative for the illustrating activities listed above
- “Sock Puppets” iPad app can be utilized to create role playing scenarios
- “Mentimeter” or “Socrative” iPad app can be utilized for gaining instantaneous feedback during discussions/games
- “Brain Pop Jr.” iPad app or access online:
 - <https://jr.brainpop.com/socialstudies/economics/needsandwants/>
 - <https://jr.brainpop.com/health/relationships/friends/>
 - <https://jr.brainpop.com/socialstudies/communities/homes/>
 - <https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>
 - <https://jr.brainpop.com/science/conservation/naturalresources/>
 - <https://jr.brainpop.com/science/conservation/reducereuserecycle/>
- Map Quest (or similar interactive, online/virtual map)
- Teacher-selected Safari Montage videos

Modifications for Special Population Students

Unit 4

Struggling Learners	Gifted & Talented Students	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage(s) • Complete “picture walk” to build background • Offer 1:1 support by enlisting instructional assistants, resource teacher, and/or student-teachers to read with students. 	<ul style="list-style-type: none"> • Encourage G&T students to further explore self-selected topics (that align with/mirror the unit), using the Internet, classroom literature, and/or resources they have at home. • Utilize “Extension Activities” listed in Teacher Manuals • “Teach” a similar concept to peers (individually or with a team) • Create assignments/projects/presentations using multimedia that demonstrate a deeper understanding of the concept(s). 	<ul style="list-style-type: none"> • Refer to Teacher Manual for ELL activities (if available) • Preview/pre-teach vocabulary • Establish peer-tutoring or partner activities • Use illustrations/visual aids to build background and foster understanding • Pose review questions to monitor/ensure understanding of the concepts taught 	<p><i>Always refer to a student’s IEP for specific modifications in addition to:</i></p> <ul style="list-style-type: none"> • Repeat, reword, or rephrase instructions • Use manipulative, concrete examples, and/or visual aids to convey concepts • Provide extra time to complete assignments/tasks • Ask students to verbalize/explain thinking before completing task • “Chunk” tasks • Draw pictures to demonstrate understanding

UNIT 5 OVERVIEW

Unit Title: Historical Symbols, Figures, & Holidays

Unit Description: Through literature, students will gain an understanding of American culture, based on specific traditions and values, that have been influenced by the behaviors of different cultural groups living in the United States. Students will acquire knowledge about historical symbols, figures, and holidays, and the ideals and events they represent in our history.

Essential Questions	Enduring Understandings/ Generalizations <i>Students will understand that:</i>	Guiding Questions
<ul style="list-style-type: none"> • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? 	<ul style="list-style-type: none"> • Individual families, groups, and cultures have their own unique set of beliefs, traditions, celebrations. 	<ul style="list-style-type: none"> • What does are some your family’s traditions? What do you celebrate? • How are our traditions alike/different? • What are some traditions/celebrations that we celebrate together, as a community?
	<ul style="list-style-type: none"> • Symbols are visual representations that stand for something else. There are a myriad of patriotic symbols that represent the United States of America. 	<ul style="list-style-type: none"> • Who are the Native Americans? • What are some of the Nativer American’s contributions to our world? • How have the Native American’s been impacted by other cultures/people? • What types of traditions and celebrations does (<i>name of country/culture</i>) have? <i>(Explore your choice of countries & cultures!)</i> • What is “folklore”? <ul style="list-style-type: none"> • What are our nation’s patriotic symbols?

- A fair, democratic government was established by our Founding Fathers where its citizens elect officials to govern our communities, states, and country.
- Key historical events, documents, and individuals led to the development of our nation.

- What is government?
- What is civic leadership?
- Who was George Washington?
- Who was Thomas Jefferson?
- Who was Benjamin Franklin?
- What types of civic leadership qualities did George Washington, Thomas Jefferson, and Benjamin Franklin have?
- What historical contributions did George Washington, Thomas Jefferson, and Benjamin Franklin make toward the establishment of the United States government?

UNIT 5 ORGANIZER

Sub-Concept/Topic

- Identify family celebrations & traditions, and their importance
- Describe the celebrations/traditions of the community
- Compare/contrast celebrations

Sub-Concept/Topic

- Identify/name other cultures
- Identify various elements, celebrations, and holidays of different cultures
- Define/discuss “folklore”

THEME/UNIT:

Historical Symbols,
Figures, & Holidays

CONCEPTUAL LENS:

Literature

Sub-Concept/Topic

- Identify/describe the meaning of many of the United States' symbols (*Ex: the flag, songs, the bald eagle, the Liberty Bell, the various monuments, the White House, etc.*)

Sub-Concept/Topic

- Identify authority figures in our government (*local, state, & federal*) and their role
- Identify ways historical figures have helped shape our country

UNIT 5 PLAN

Course Title: Social Studies

Grade: Kindergarten

Unit Number: 5

Unit Title: Historical Symbols, Figures, & Holidays

Conceptual Lens: Literature

Time Allocation: Ongoing & integrated throughout

Evaluation/Assessment: Informal; Throughout unit; Teacher discretion

Primary Core Content Standards with Cumulative Progress Indicators	
RL.K.1 – 10	RI.K.1
RF.K.1 – 3	W.K.2 – 3
SL.K.1 – 6	L.K.4 – 6
6.1.4.D.1	6.1.4.D.5
6.1.4.D.6	6.1.4.D.12
6.1.4.D.17	

Vocabulary	Critical Content
<ul style="list-style-type: none"> • Traditions • Celebrations • Holidays • Cultures • Native Americans • Folklore • Symbols (<i>Ex: the the flag, songs, the bald eagle, the Liberty Bell, the various monuments, the White House, etc.</i>) • Government • Civic leadership • Authority figures • Constitution • George Washington • Thomas Jefferson • Benjamin Franklin • Time sequence in history 	<p>Students will know...</p> <ul style="list-style-type: none"> • The importance of recognizing other culture’s beliefs, traditions, and celebrations • How the study of folklore enables Americans (with diverse cultural backgrounds) to feel connected to their national heritage • The various patriotic symbols of the United States • The qualities of a good leader • How historical figures from the past have helped shaped our future
Skill Objectives	Instructional/Learning Activities
<p>Students will be able to...</p> <ul style="list-style-type: none"> • Name their family’s traditions and celebrations 	<ul style="list-style-type: none"> • Actively listen to/discuss stories/view videos about traditions, celebrations, and holidays

<ul style="list-style-type: none"> • Determine the importance of family traditions and celebrations • Compare and contrast student traditions with the tradition/celebrations of their peers (& celebrate those differences) • Describe Native Americans and the contributions have made to our world • Identify/name other cultures & and their traditions, holiday, and/or celebrations • Compare and contrast American holidays/celebrations from other cultural celebrations/holidays • Define “folklore” as beliefs, customs, and stories from the past • Identify/describe the patriotic symbols of the United States • Identify and describe the roles of authority figures at home, in school, in the community, and in our state & country • Explain the purpose of the U.S. Constitution • Identify a variety of historical figures (<i>including, but not limited to: George Washington, Thomas Jefferson, & Benjamin Franklin</i>) and the contributions they have made that shaped our nation 	<ul style="list-style-type: none"> • List the reasons why families celebrate holidays and carry out traditions • Illustrate (or show photographs) and dictate/write about their traditions, celebrations, and holidays • Discuss illustrations/writing and highlight the similarities and differences between each student’s family traditions • Actively listen to/discuss stories/view videos about Native Americans • Actively listen to/discuss stories/view videos about other cultures, traditions, celebrations, & holidays • “Travel” with a “passport” to different countries to celebrate a variety of winter holidays just as they do (<i>Ex: incorporate typical games, activities, songs, etc.</i>) • Actively listen to/discuss a variety of folktales • Sort/classify a variety of well known titles as “Folktales/Folklore” and “Other” on a class T-chart • Actively listen to/discuss stories/view videos about patriotic symbols • Actively listen to/discuss stories/view videos about authority/government officials and the U.S. Constitution • Actively listen to/discuss stories/view videos about a variety of historical figures • Discuss the contributions of historical figures to our nation/world, (emphasizing “long ago” and “today” → History) • Create a timeline that records special moments in the students’ “history” and imagine/brainstorm the legacy they hope to leave behind (<i>“My Place in the World” Schoolwide Reading Fundamentals, ML Lesson 10 Extension</i>)
Cross-Curricular Skill Integration	Resources
<ul style="list-style-type: none"> • Asking/answering questions • Making connections • Visualizing • Determining importance • Inferring 	<p>Print:</p> <ul style="list-style-type: none"> • <u>America Is...</u> by Louse Borden • <u>L is for Liberty</u> by Wendy Cheyette Lewiston • <u>The Statue of Liberty</u> by Jil Braithwaite • <u>F is for Flag</u> by Wendy Cheyette Lewison • <u>I Pledge Allegiance</u> by Bill Martin Jr.

- Monitor understanding (self & teacher-guided)

- The Flag We Love by Pam Munoz Ryan
- The Liberty Bell by Lloyd G. Douglas
- The Liberty Bell by Mary Firestone
- The Bald Eagle by Norman Pearl
- The Constitution of the United States by Christine Taylor-Butler
- The Declaration of Independence by Elaine Landau
 - **COMPREHENSIVE BOOK LIST** →
<http://www.the-best-childrens-books.org/American-History-books.html>
- Schoolwide Reading Fundamentals “My Place in the World” Unit
- Student magazines (*Ex: Let’s Find Out, Weekly Reader, Time for Kids*)
- Other teacher-selected or created literature/resources

Technology:

- “Epic” or “Zing!” iPad app
- “Draw Free” iPad app (or similar) can be utilized as a technological alternative for the illustrating activities listed above
- “Sock Puppets” iPad app can be utilized to create role playing scenarios
- “Mentimeter” or “Socrative” iPad app can be utilized for gaining instantaneous feedback during discussions/games
- “Brain Pop Jr.” iPad app or access online:
 - <https://jr.brainpop.com/socialstudies/nativeamericans/thanksgiving/>
 - <https://jr.brainpop.com/socialstudies/holidays/winterholidays/>
 - <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>
 - <https://jr.brainpop.com/socialstudies/citizenship/statueofliberty/>
 - <https://jr.brainpop.com/socialstudies/government/president/>
 - <https://jr.brainpop.com/socialstudies/government/localandstategovernments/>
 - <https://jr.brainpop.com/socialstudies/americanhistory/thirteencolonies/>
 - <https://jr.brainpop.com/socialstudies/biographies/susanbanthony/>
 - <https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>
 - <https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/>
 - <https://jr.brainpop.com/socialstudies/biographies/rosaparks/>
 - <https://jr.brainpop.com/socialstudies/biographies/harriettubman/>
 - <https://jr.brainpop.com/socialstudies/biographies/georgewashington/>
- Map Quest (or similar interactive, online/virtual map)
- Teacher-selected Safari Montage videos

Modifications for Special Population Students

Unit 5

Struggling Learners	Gifted & Talented Students	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage(s) • Complete “picture walk” to build background • Offer 1:1 support by enlisting instructional assistants, resource teacher, and/or student-teachers to read with students. 	<ul style="list-style-type: none"> • Encourage G&T students to further explore self-selected topics (that align with/mirror the unit), using the Internet, classroom literature, and/or resources they have at home. • Utilize “Extension Activities” listed in Teacher Manuals • “Teach” a similar concept to peers (individually or with a team) • Create assignments/projects/presentations using multimedia that demonstrate a deeper understanding of the concept(s). 	<ul style="list-style-type: none"> • Refer to Teacher Manual for ELL activities (if available) • Preview/pre-teach vocabulary • Establish peer-tutoring or partner activities • Use illustrations/visual aids to build background and foster understanding • Pose review questions to monitor/ensure understanding of the concepts taught 	<p><i>Always refer to a student’s IEP for specific modifications in addition to:</i></p> <ul style="list-style-type: none"> • Repeat, reword, or rephrase instructions • Use manipulative, concrete examples, and/or visual aids to convey concepts • Provide extra time to complete assignments/tasks • Ask students to verbalize/explain thinking before completing task • “Chunk” tasks • Draw pictures to demonstrate understanding

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Social Studies

Grade: Kindergarten

Unit Title	Visual & Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech. Literacy	21 st Century Life & Careers
Rules & Laws			RL K-1; RL K-2 RL K-3; RL K-4 RL K-5; RL K-6 RL K-9; RL K-10 RI K-1; RL K-2 RL K- 3; RL K-4 RL K-5; RL K-6 RL K- 7; RL K-8 RL K- 9; RL K-10 RF K-1; RF K-2 RF K-3; W K-2 SL K-1; SL K-2 SL K-3; SL K-4 SL K-5; SL K-6 L K-4; L K-5 L K-6; W K-3						
Community Helpers			RL K-1; RL K-2 RL K-3; RL K-4 RL K-5; RL K-6 RL K-9; RL K-10 RI K-1; RL K-2 RL K- 3; RL K-4 RL K-5; RL K-6 RL K- 7; RL K-8 RL K- 9; RL K-10 RF K-1; RF K-2 RF K-3; W K-2 SL K-1; SL K-2 SL K-3; SL K-4 SL K-5; SL K-6 L K-4; L K-5 L K-6; W K-3						9.1.4.A.1 9.1.4.F.2 9.2.4.A.1 9.2.4.A.2 9.2.4.A.3

<p>Map Skills</p>			<p>RL K-1; RL K-2 RL K-3; RL K-4 RL K-5; RL K-6 RL K-9; RL K-10 RI K-1; RL K-2 RL K- 3; RL K-4 RL K-5; RL K-6 RL K- 7; RL K-8 RL K- 9; RL K-10 RF K-1; RF K-2 RF K-3; W K-2 SL K-1; SL K-2 SL K-3; SL K-4 SL K-5; SL K-6 L K-4; L K-5 L K-6; W K-3</p>						
<p>Our Environment & People; The Way We Live</p>			<p>RL K-1; RL K-2 RL K-3; RL K-4 RL K-5; RL K-6 RL K-9; RL K-10 RI K-1; RL K-2 RL K- 3; RL K-4 RL K-5; RL K-6 RL K- 7; RL K-8 RL K- 9; RL K-10 RF K-1; RF K-2 RF K-3; W K-2 SL K-1; SL K-2 SL K-3; SL K-4 SL K-5; SL K-6 L K-4; L K-5 L K-6; W K-3</p>					<p>8.2.2.B.4</p>	<p>9.1.4.B.1 9.1.4.B.5</p>
<p>Historical Symbols, Figures, and Holidays</p>			<p>RL K-1; RL K-2 RL K-3; RL K-4 RL K-5; RL K-6 RL K-9; RL K-10 RI K-1; RL K-2 RL K- 3; RL K-4 RL K-5; RL K-6 RL K- 7; RL K-8 RL K- 9; RL K-10 RF K-1; RF K-2 RF K-3; W K-2 SL K-1; SL K-2 SL K-3; SL K-4 SL K-5; SL K-6 L K-4; L K-5 L K-6; W K-3</p>						

*All core content areas may not be applicable in a particular course.

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.