

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Social Studies-Kindergarten

Written By: Anita Bucci

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

Description:

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 citizens, and contributing members of their communities, state, nation, and world. Effective social studies education promotes the understanding of global relation 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.

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 2015

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 OVERVIEW

Course

Title: Social Studies-Kindergarten

Unit #: UNIT 1 OVERVIEW

Unit Title: Rules/Laws

Unit Description and Objectives:

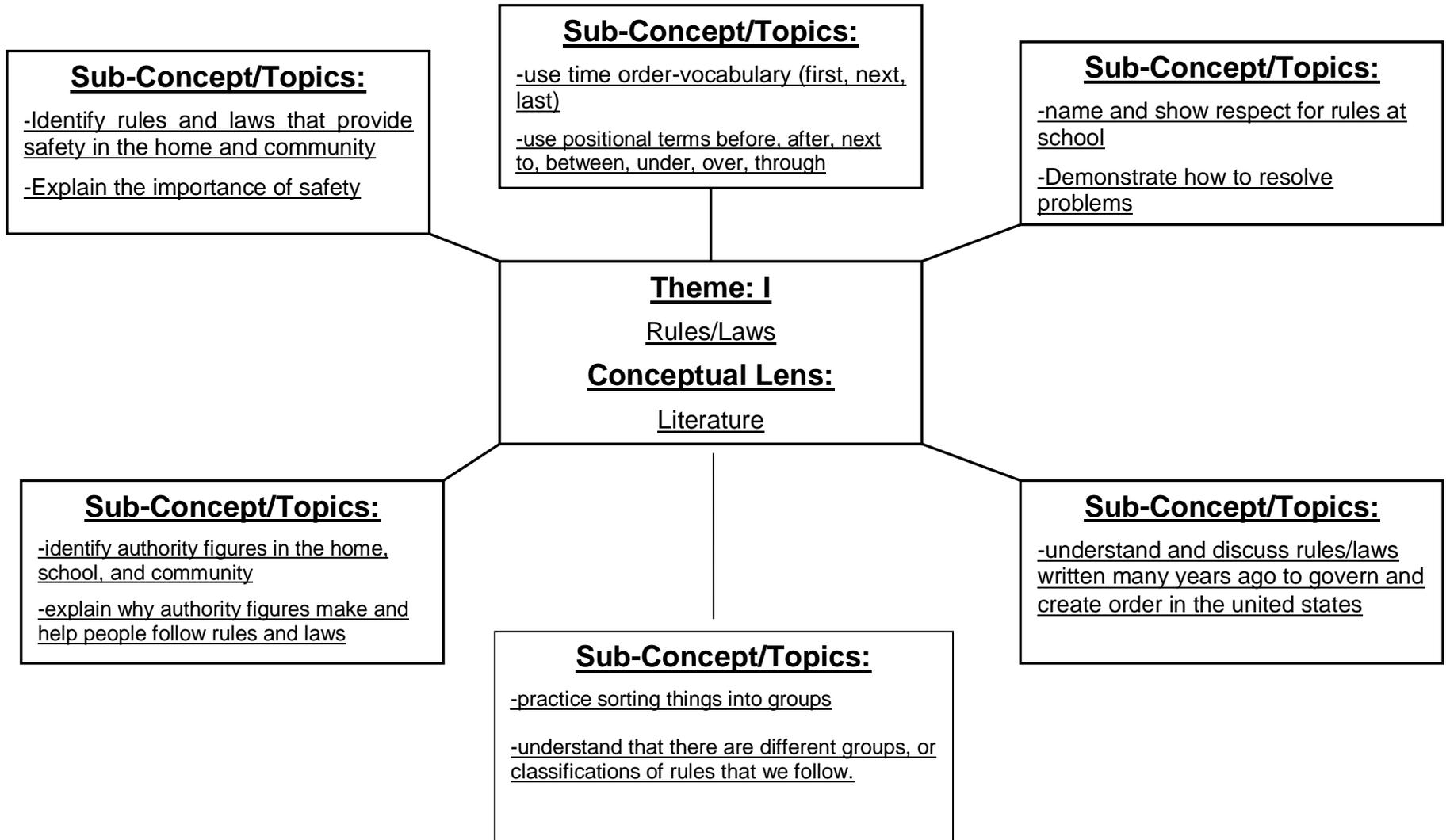
During this unit through literature students will explain how rules and laws are created by community, state, and national governments to protect the rights of people, help resolve conflicts and promote the common good. Students will evaluate what makes a good rules or laws and explain how various cultural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

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do citizens, civic ideals and government institutions interact to balance the needs of individuals and the common good?	1. Rules are important in keeping order and preventing conflict. Working together and practicing common good help resolve conflict.	1. What is a rule/law? 2 What is conflict? 3 Why are rules/laws important? 4 .How can we resolve conflict? 5. What is common good?
2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality and respect for human dignity?	Active Citizens in the 21 st Century: -recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. -identify stereotyping, bias, prejudice, and discrimination in their lives and communities. -Are aware of their relationships to people, places, and resources in the local community and beyond. -make informed and reasoned decisions by	1. How are rules/laws created by a community? 2. Why are they important?

	<p>seeking and assessing information, asking questions, and evaluating alternate solutions.</p> <ul style="list-style-type: none">-develop strategies to reach consensus and resolve conflict.-demonstrate understanding of the need for fairness and take appropriate action against unfairness.	
--	--	--

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies-Kindergarten
Unit Number/Title: 1 Rules/Laws
Conceptual Lens: Literature
Appropriate Time Allocation (# of Days): Ongoing/Integrated throughout

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
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	W K-3
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

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
School/Rules	Understand the importance of following rules	Identify classroom rules	Create set of classroom rules	-MacMillan/McGraw; Friends and Neighbors Teacher's Edition Unit 3 pgs 62-78 Working Together (government, rules, laws, rule makers) -Literacy by Design Unit: At School Theme 2 Schools Have Rules pgs 34-77 -Being a Writer Unit 1 week 2- I Love School pgs 18-28 -Student Magazines Such as: Let's Find out, Weekly Reader, Time -Other Available	www.kidport.com/GradeK/SocialStudies/SocStudiesindex.htm www.kidport.com/GradeK/SocialStudies/GK-SS-Homes.htm www.mhschool.com www.drjean.org www.youtube.com	6.1.4.A.1 6.3.4.A.1 6.1.4.D.15	<u>Informal throughout unit at teacher discretion</u>
Laws	Demonstrate the ability to follow rules/laws	Use positional vocabulary to describe actions	Hold classroom meeting and discussions				
Safety	Practice good safety	Practice sorting actions/rules/laws into categories	Listen to stories about rules and rule following				
Time order	To Demonstrate through pictures and words understanding safe/unsafe actions	Compare/contrast good/bad decision making	Illustrate and write about safety and rule				
Positional terms	Analyze positive and negative solutions to resolving conflict	Demonstrate positive conflict resolution	To sort and classify actions safe/unsafe				
Respect	Explain why authority figures	Make connections to real life scenarios	To determine positive and negative means of conflict resolution				
Conflict resolution							
Following Rules							
Authority figures							
Sorting							
Classifying							
Discussion of understanding							

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
Making Connections Visualizing Determining Importance Inferring Asking Questions	make rules/law Understand actions have consequences when rules/laws are not followed			teacher resources -classroom literature/books			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> -Preview/pre-teach vocabulary -Preview passage -Complete picture walk to build background -Offer one-on-one support by enlisting instructional assistants, resource teacher and student teachers to read with students. 	<ul style="list-style-type: none"> -Encourage gifted and talented students to further explore self-selected topics of interest that arise during instruction using the internet, classroom literature and resources they have at home. -Utilize Extension activities listed in Teacher Manuals -Allow students to work with peers, or work as a team to teach concept to a friend -Create assignments or projects using multimedia to apply concepts 	<ul style="list-style-type: none"> -When available, refer to Teacher's Manual for ELL activities -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>Always refer to a student's IEP for Specific modifications in addition to:</p> <ul style="list-style-type: none"> -Repeat, reword or rephrase instructions -Use visual aids, concrete examples, manipulative to convey concepts -Give students extra time to complete assignments and tasks -Allow students to explain thinking before completing task -Break down tasks into smaller parts or smaller time increments -Draw pictures to demonstrate understanding

--	--	--	--

UNIT OVERVIEW

Course

Title: Social Studies-Kindergarten

Unit #: UNIT 2 OVERVIEW

Unit Title: Community Helpers

Unit Description and Objectives:

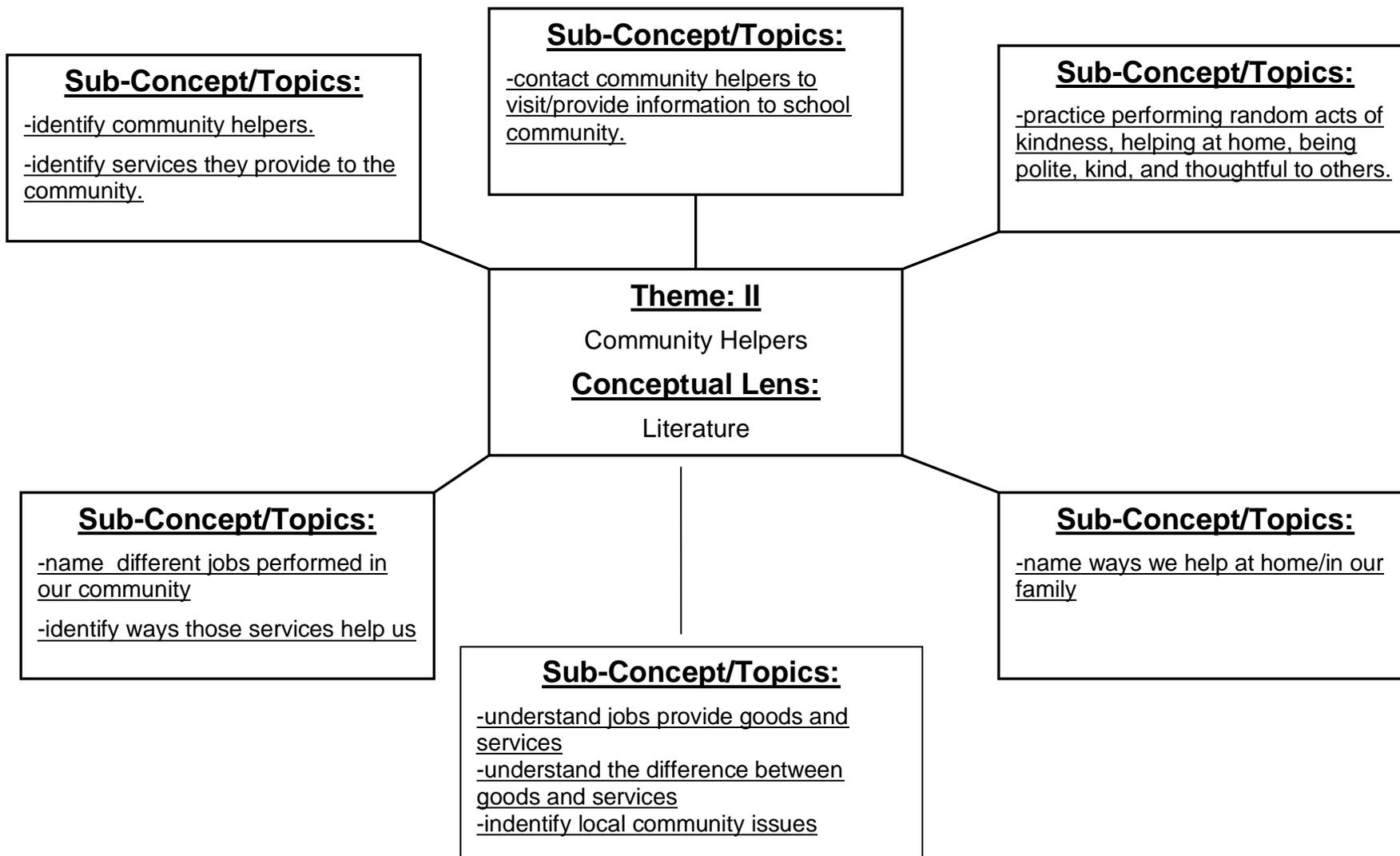
During this unit through literature students will acquire information from community members and/or discuss local issues. Students will identify problems in school and community. Students will select an issue and develop an action plan to inform school and/or community members about the issue. Students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

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do citizens, civic, ideals, and government institutions interact to balance the needs of individuals and the common good?	1. Acquire/gain knowledge about community topics from/about community helpers. Identifying issues and concerns as universal. 2. Identify jobs that provide goods and services	1. What is a community helper? 2. What are examples of ways community helpers contribute? 3. What are jobs people have? 4. How do those jobs help us?
2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality and respect for human dignity?	3. Understand there are different kinds of jobs 4. Understand that people do different kind of work at their jobs.	1. How can we do our part? 2. What is the difference between goods and services? 3. Who keeps our community safe?
	Active Citizen in the 21 st Century: -recognize that people have different perspectives based on their beliefs, values, traditions, culture and experiences -identify stereotyping, bias, prejudice, and discrimination in their lives and communities.	

	<ul style="list-style-type: none">-Are aware of their relationships to people, places, and resources in the local community and beyond.-Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions-Develop strategies to reach consensus and resolve conflict.-Demonstrate understanding of the need for fairness and take appropriate action against unfairness.	
--	---	--

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies-Kindergarten
Unit Number/Title: 2 Community Helpers
Conceptual Lens: Literature
Appropriate Time Allocation (# of Days): Ongoing/Integrated throughout

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
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	W K-3
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

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
Community Helpers Jobs responsibility Goods and Services Helping Random acts of Kindness Family Acquiring information on local issues in the community Making connections Visualizing	Understand how people live and work together Analyze jobs people do Explain ways we can help others Demonstrate/Discuss ways we can help our community Explain ways we help out at home	Explain Family List Community Helpers Name different jobs performed in the community Identify different jobs people hold Explain working together Demonstrate random acts of kindness toward others Demonstrate fairness and responsibility Compare/Contrast Goods and services	Listen to stories about community helpers Hold classroom meetings List random acts of kindness and ways to help others Participate in school assemblies covering universal issues of concern (i.e.: Fire Prevention, Our Earth, pollution, safety) Illustrate and write about community helpers	-MacMillan/McGraw; Friends and Neighbors Teacher’s Edition Unit 5, Lesson 1 People have jobs pgs 120-121, Lesson 2 Needs & Wants pgs 122-123 , Lesson 4 Goods & Services pg 128-129 -Literacy by Design Unit: Doing Our Part, Theme 9 Part of the Community pgs 265-297, Theme 10k Part of the Family pgs 298-329 (jobs, helping at home, being polite, kind, performing random acts of kindness)	www.kidport.com/GradeK/SocialStudies/SocStudiesindex.htm www.kidport.com/GradeK/SocialStudies/GK-SS-Homes.htm www.mhschool.com www.drjean.org www.youtube.com safari montage	6.3.4.A.2 6.3.4.A.3	<u>Informal throughout unit at teacher discretion</u>

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Determining importance</p> <p>Inferring</p> <p>Asking questions</p>				<p>-Being a Writer Unit 1 the writing community week 4, When I get Bigger pgs 44-56 Unit 4 Just the Facts- week 2 pgs 280-295, Mr. Santizo's Tasty Treats (neighborhood jobs)</p> <p>-Student Magazines Such as: Let's Find out, Weekly Reader, Time</p> <p>-Other Available teacher resources</p> <p>-classroom literature/books</p>			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> -Preview/pre-teach vocabulary -Preview passage -Complete picture walk to build background -Offer one-on-one support by enlisting instructional assistants, resource teacher and student teachers to read with students. 	<ul style="list-style-type: none"> -Encourage gifted and talented students to further explore self-selected topics of interest that arise during instruction using the internet, classroom literature and resources they have at home. -Utilize Extension activities listed in Teacher Manuals -Allow students to work with peers, or work as a team to teach concept to a friend -Create assignments or projects using multimedia to apply concepts 	<ul style="list-style-type: none"> -When available, refer to Teacher's Manual for ELL activities -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>Always refer to a student's IEP for Specific modifications in addition to:</p> <ul style="list-style-type: none"> -Repeat, reword or rephrase instructions -Use visual aids, concrete examples, manipulative to convey concepts -Give students extra time to complete assignments and tasks -Allow students to explain thinking before completing task -Break down tasks into smaller parts or smaller time increments -Draw pictures to demonstrate understanding

--	--	--	--

UNIT OVERVIEW

Course

Title: Social Studies-Kindergarten

Unit #: UNIT 3 OVERVIEW

Unit Title: Map Skills

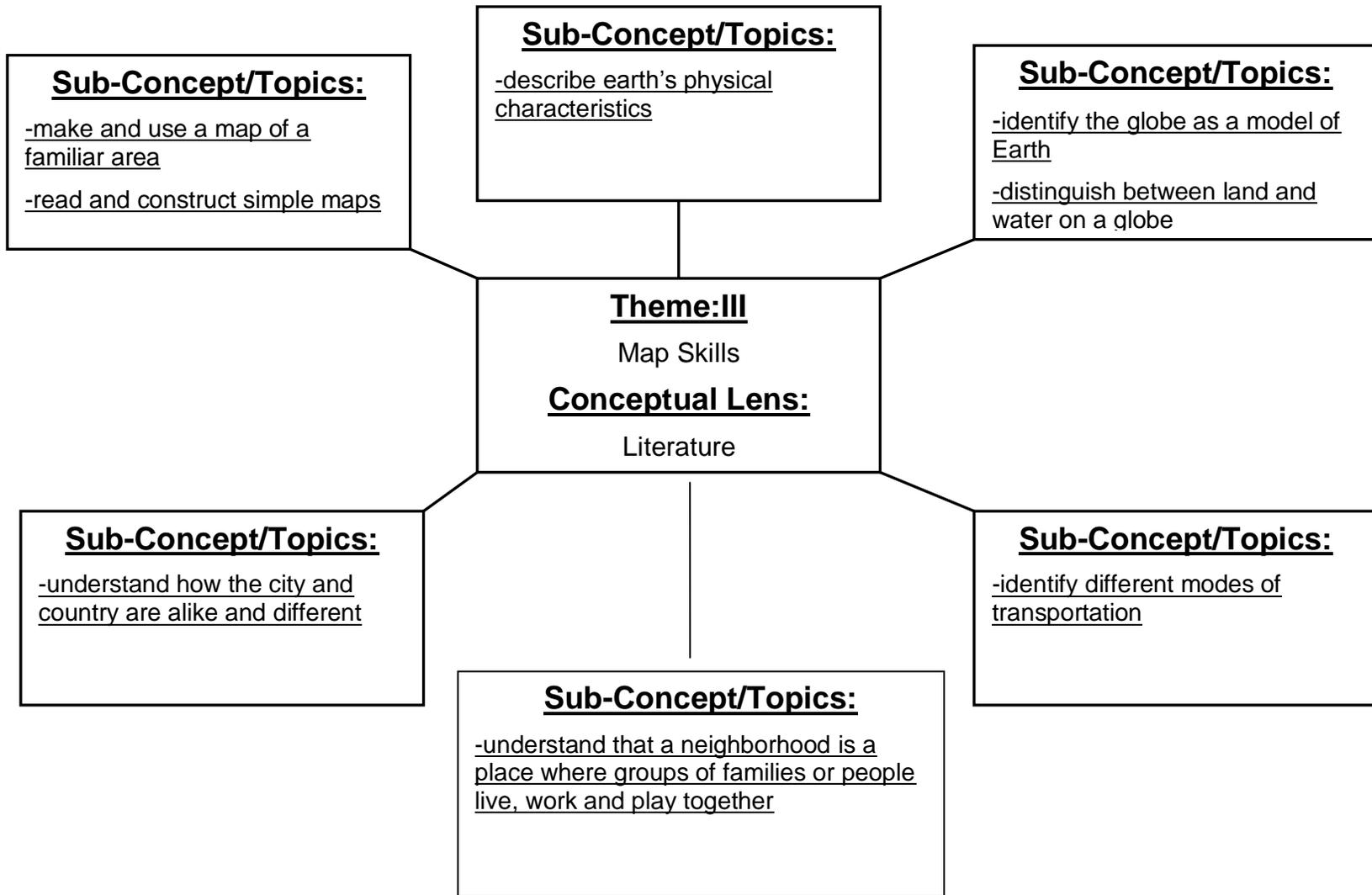
Unit Description and Objectives:

During this unit 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 and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do physical geography and the human environment interact to influence or determine the development of cultures, societies, and nations?	1. Compare and contrast information that can be found on different types of maps and determine when the information may be useful	1. What is the difference between a map and a globe 2. Can information on a map be useful? 3. How are maps and globes helpful and when? 4. What are physical characteristics of our earth? 5. Can we distinguish the difference between land and water on a map/globe?
	2. Explain how and when it is important to use digital geographic tools, political maps and globes to measure distances and to determine time zones and locations using latitude and longitude.	1. What is a neighborhood? Can it be found on a map? 2. What are different modes of transportation that carry us around the earth? 3. How does the city and country differ?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course
Title/Grade: Social Studies-Kindergarten
Unit
Number/Title: 3 Map Skills
Conceptual
Lens: Literature
Appropriate Time Allocation Ongoing/integrated
(# of Days): throughout

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
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	W K-3
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

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Maps Globes Earth's Physical features City Country Neighborhoods Transportation Making connections Visualizing Determining Importance Inferring Asking questions	Understand the difference between a map and a globe Analyze and list physical features of the earth found on maps Explain the differences of the city and country Discuss how map/globe information is a helpful resource Explain/discuss the modes/importance/uses of transportation	Identify a map and a globe use a globe/map to acquire information state differences between a map/globe Give examples of Earth's physical features Identify features of the Earth's surface Distinguish differences between the city and the country Explain multiple modes of transportation Demonstrate	View various maps View globe To determine locations of map and globe features Listen and respond to stories about maps, globes, neighborhoods, the city, the country, earth, transportation and signs To illustrate and write about information found pertaining to maps, globes, transportation, signs and physical features of the earth To list differences of the city and the country	-MacMillan/McGraw; Friends and Neighbors Teacher's Edition Unit 2 Geography, Where We Live pgs 40-55 -Literacy by Design Unit: At School Theme 1: Faces places at School "where is my classroom" pgs 2-24 -Being a Writer Unit 2: Getting Ideas week 1 "City Signs" pgs 60-71 (observe world, familiar places, label, identify places) -Student	www.kidport.com/GradeK/SocialStudies/SocStudiesIndex.htm www.kidport.com/GradeK/SocialStudies/GK-SS-Homes.htm www.mhschool.com www.drjean.org www.youtube.com www.mapquest.com safari montage	6.1.4.B.1 6.1.4.B.3	<u>Informal throughout unit at teacher discretion</u>

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Discussion of understanding	Features of a neighborhood	knowledge of Signs around us and their meaning Explain a neighborhood and its features		Magazines Such as: Let's Find out, Weekly Reader, Time -Other Available teacher resources -classroom Literature/books			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> -Preview/pre-teach vocabulary -Preview passage -Complete picture walk to build background -Offer one-on-one support by enlisting instructional assistants, resource teacher and student teachers to read with students. 	<ul style="list-style-type: none"> -Encourage gifted and talented students to further explore self-selected topics of interest that arise during instruction using the internet, classroom literature and resources they have at home. -Utilize Extension activities listed in Teacher Manuals -Allow students to work with peers, or work as a team to teach concept to a friend -Create assignments or projects using multimedia to apply concepts 	<ul style="list-style-type: none"> -When available, refer to Teacher's Manual for ELL activities -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>Always refer to a student's IEP for Specific modifications in addition to:</p> <ul style="list-style-type: none"> -Repeat, reword or rephrase instructions -Use visual aids, concrete examples, manipulative to convey concepts -Give students extra time to complete assignments and tasks -Allow students to explain thinking before completing task -Break down tasks into smaller parts or smaller time increments -Draw pictures to demonstrate understanding

--	--	--	--

UNIT OVERVIEW

Course

Title: Social Studies-Kindergarten

Unit #: UNIT 4 OVERVIEW

Unit Title: Our Environment/People; the way we live

Unit Description and Objectives:

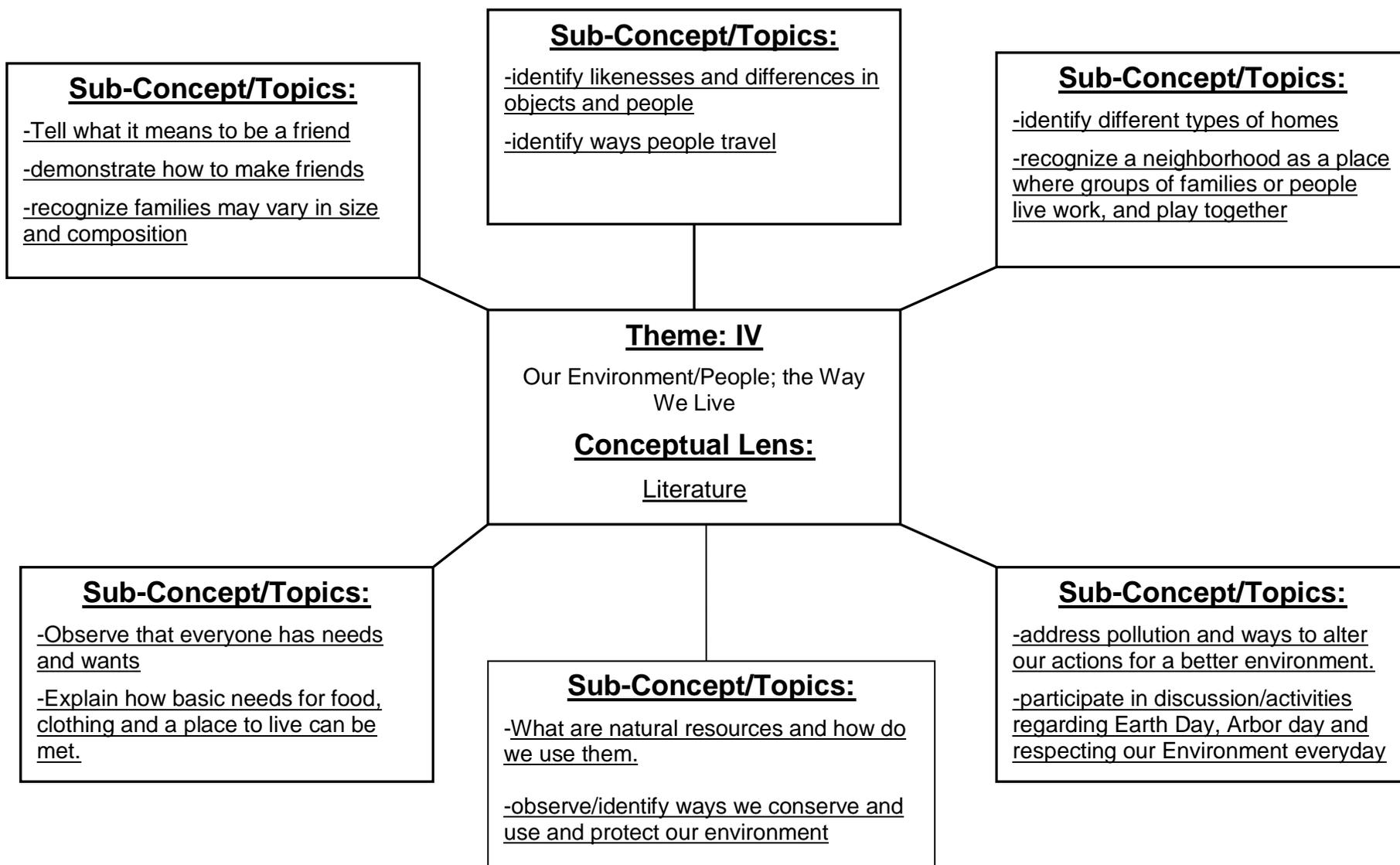
During this unit through literature students will gain knowledge, explain; identify how the ways we live impact our community and the environment around us.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How can the physical environment both accommodate and be endangered by human activities?	1. Describe how human interaction impacts the environment in New Jersey and the United States. (pollution- who, what, where, how)	1. Who lives in New Jersey 2. What ways do we take care of our community and environment? 3. How do we earn money to get goods and services? 4. How are basic needs for food, clothing, and a place to live met?
	2. Compare ways people choose to use and divide natural resources.	1. What are natural resources? 2. How do people use natural resources?
	3. Determine how local and state communities have changed over time, and explain the reasons for the change. (needs/wants) 4. Apply opportunity cost to evaluate individuals' decisions, including ones made in their	1. What are needs and wants? 2. What is the difference? 3. How do people acquire needs and wants? 3. How do individuals decide on needs and

	communities.	wants? 4. What is a community? 5. How does a community change?
	5. Compare different regions of New Jersey to determine the role that geography, natural resource, climate, transportation, technology, and/or labor force have played in economic opportunities. (transportation/community workers)	1. What are ways people travel? 2. Do different areas provide various jobs to utilize different climate, transportation and technology that help our economy? 3. How do people pollute the environment?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course
Title/Grade: Social Studies-Kindergarten
Unit
Number/Title: 4 Our Environment/People; the way we live
Conceptual
Lens: Literature
Appropriate Time Allocation Ongoing/Integrated
(# of Days): throughout

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
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	W K-3
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

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
Friends Family size/varieties Likeness/differences People, places, things Travel Types of Homes Neighborhoods made up of Need/wants (determining,acquiring) Good foods to eat What Animals need Our Environment Our community Natural Resources (conserving, using,	Understand families are different Analyze Healthy ways to care for ourselves, animals, and the environment around us Explain good character traits such as respect, kindness and being courteous to others Discuss people, places and things in our environment Express genuine concern about	Identify, sort, classify needs/wants Explain possibly variations in family Demonstrate family size and make-up through illustrations Differentiate good/bad foods to eat Compare/contrast ways to care for Earth Identify places found in a neighborhood	Brainstorm neighborhood places Point out good foods to eat List ways we can care for our Environment To discuss character traits of a good friend To state features of our home and family make-up Listen and respond to stories people, places and things To illustrate and write about family, food and the world we live in	-MacMillan/McGraw; Friends and Neighbors Teacher’s Edition Unit 1: Culture; Friends and Family pgs 2-28 Unit 2: Geography where we live Lesson 1, 2, 4 (homes, neighborhood, transportation) pgs 40-55 -Literacy by Design Unit: Can’t Live Without it Theme 3, pgs 68-90 Theme 4, pgs 100-122, Theme 9 Part of our Community pg 266, Theme 10 Part of the Family pg 298, Unit: Turn, Turn, Turn Themes 11 &	www.kidport.com/GradeK/SocialStudies/SocStudiesindex.htm www.kidport.com/GradeK/SocialStudies/GK-SS-Homes.htm www.mhschool.com www.drjean.org www.youtube.com safari montage	6.1.4.B.5 6.1.4.B.8 6.1.4.D.11 6.1.4.C.14	<u>Informal throughout unit at teacher discretion</u>

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
protecting) Pollution (ways to address it) Earth Day Arbor Day Reduce, Reuse, Recycle Making connections Visualizing Determining Importance Inferring Asking questions Discussion of understanding	the way we live and choices we make		To list different types of homes Invite Participate in school assemblies covering universal issues of concern To listen and respond to classroom literature covering the topics Family, Friends, health, and Our Environment.	12 Greet the Seasons, The Mighty Sun pgs 331-394 -Being a Writer Unit 2 week 2 & 3 Red is a Dragon, Round is a Mooncake, Things that are _____, everyday objects, colorful world around us. Labeling pgs 72-98 Unit 2 week 5 Freight Train pgs 112-124, Unit 4 week 1 Airport pgs 264-279, week 2 Mr. Santizo’s Tasty Treats! Pgs 280-296 -Student Magazines Such as: Let’s Find out, Weekly Reader, Time -Other Available teacher resources (ie: Earth Day-April 22, Arbor Day-last Friday of April) -classroom Literature/books			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> -Preview/pre-teach vocabulary -Preview passage -Complete picture walk to build background -Offer one-on-one support by enlisting instructional assistants, resource teacher and student teachers to read with students. 	<ul style="list-style-type: none"> -Encourage gifted and talented students to further explore self-selected topics of interest that arise during instruction using the internet, classroom literature and resources they have at home. -Utilize Extension activities listed in Teacher Manuals -Allow students to work with peers, or work as a team to teach concept to a friend -Create assignments or projects using multimedia to apply concepts 	<ul style="list-style-type: none"> -When available, refer to Teacher's Manual for ELL activities -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>Always refer to a student's IEP for Specific modifications in addition to:</p> <ul style="list-style-type: none"> -Repeat, reword or rephrase instructions -Use visual aids, concrete examples, manipulative to convey concepts -Give students extra time to complete assignments and tasks -Allow students to explain thinking before completing task -Break down tasks into smaller parts or smaller time increments -Draw pictures to demonstrate understanding

UNIT OVERVIEW

Course

Title: Social Studies-Kindergarten

Unit #: UNIT 5 OVERVIEW

Unit Title: Historical Symbols, Figures, Holidays

Unit Description and Objectives:

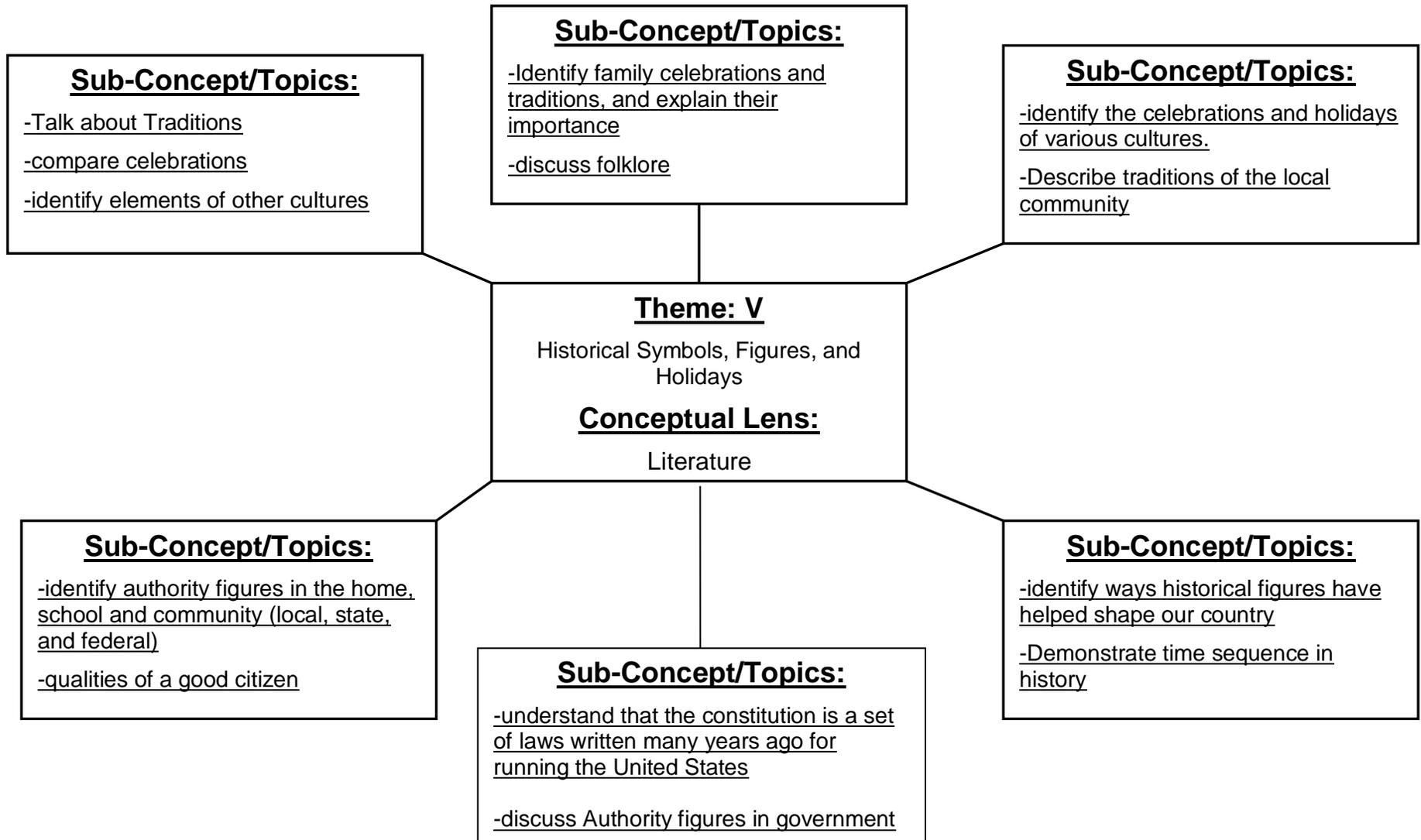
During this unit through literature students will gain understanding of American Culture, based on specific traditions and values, that have been influenced by the behaviors of different cultural groups living in the United States. Students will acquire knowledge about historical symbols, figures, and holidays; the ideas and events they represent in our history.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. 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?	1. Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey	1. Who are Native Americans?
2. 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?	2. Key historical events, documents, and individuals led to the development of our nation. Relate key historical documents to present day government and citizenship.	1. What is citizenship? 2. What are Historical symbols? 3. What is Government?
	3. Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States Government.	1. What is civic leadership? 2. Who was George Washington? 3. Who was Thomas Jefferson? 4. Who is Benjamin Franklin?
	4. Determine how local and state communities	1. What is a community?

	have changed over time, and explain the reasons for change.	
	<p>5. The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p> <p>Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p>	1. What is folklore?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies-Kindergarten
Unit Number/Title: 5 Historical Symbols, Figures, and Holidays
Conceptual Lens: Literature
Appropriate Time Allocation (# of Days): Ongoing/Integrated throughout

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
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	W K-3
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

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
Traditions Celebrations Holidays Cultures Native Americans Folklore Citizenship Civic leadership Authority Figures George Washington Thomas Jefferson Benjamin Franklin Government	Understand qualities of a good citizen Analyze Native American cultures and folklore Explain leadership qualities and actions Discuss Historical Figures from the past sequencing relevant events Discuss Holidays and Celebrations	Identify authority figures home, school, country Explain the constitution as written laws Give Examples of Holidays/traditions and celebrations Demonstrate knowledge of George Washington, Thomas Jefferson, and Benjamin Franklin Define folklore as beliefs, customs and stories from the past Compare/Contrast American Holidays/celebration from other cultural	List qualities of a good citizen (i.e. responsibility, trust, fairness, respect for self and others, honesty and self discipline) Describe qualities of a good citizen Give examples of Historical Symbols, Authority figures and Holidays Listen and respond to stories about Historical Symbols, Government, Holidays and customs Recall facts about Native Americans List elements of a community	-MacMillan/McGraw; Friends and Neighbors Teacher's Edition Unit 1 Friends and Family lessons 3 & 4 pgs 20-29 Unit 3: Government Working Together pgs 62, 64, 70, 72, 80, 104-105 Unit 4: Citizenship: I am a citizen pgs 80-106 Unit 6: History, Things Change pgs 136-160 -Literacy by Design Unit: Celebrate Our Country Theme 13, Many Friends pgs 398-420 Theme 14 Where I Live pgs 44-56	www.kidport.com/GradeK/SocialStudies/SocStudiesIndex.htm www.kidport.com/GradeK/SocialStudies/GK-SS-Homes.htm www.mhschool.com www.drjean.org www.youtube.com safari montage	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	<u>Informal throughout unit at teacher discretion</u>

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
Constitution Time sequence in History Making connections Visualizing Determining Importance Inferring Asking questions Discussion of understanding		celebrations/holidays	Brainstorm customs and Holidays Recall/State events and actions that go along with Holidays and Celebrations Illustrate and write about customs, Holidays and Celebrations Participate in Customs/Celebrations/ Holiday events	-Being a Writer Unit 1 Week 4 When I get Bigger pgs 44-56 Unit 2 Week 8 My Friends pgs 156-169 -Student Magazines Such as: Let's Find out, Weekly Reader, Time -Other Available teacher resources -classroom Literature/books			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> -Preview/pre-teach vocabulary -Preview passage -Complete picture walk to build background -Offer one-on-one support by enlisting instructional assistants, resource teacher and student teachers to read with students. 	<ul style="list-style-type: none"> -Encourage gifted and talented students to further explore self-selected topics of interest that arise during instruction using the internet, classroom literature and resources they have at home. -Utilize Extension activities listed in Teacher Manuals -Allow students to work with peers, or work as a team to teach concept to a friend -Create assignments or projects using multimedia to apply concepts 	<ul style="list-style-type: none"> -When available, refer to Teacher's Manual for ELL activities -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>Always refer to a student's IEP for Specific modifications in addition to:</p> <ul style="list-style-type: none"> -Repeat, reword or rephrase instructions -Use visual aids, concrete examples, manipulative to convey concepts -Give students extra time to complete assignments and tasks -Allow students to explain thinking before completing task -Break down tasks into smaller parts or smaller time increments -Draw pictures to demonstrate understanding

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Social Studies Grade: Kindergarten

Unit Title:	Visual and 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

Map Skills			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						
Our Environment/People; the way we live			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					8.2.2.B.4	9.1.4.B.1 9.1.4.B.5
Historical Symbols, Figures, and Holidays			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						

***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.