



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Social Studies					
Grade Level(s):	Kindergarten					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The Washington Township School District kindergarten curriculum uses an integrated approach to general social studies that focuses on Me and My World, which encourages students to learn all about the world they live in. By using this approach, teachers will meet the needs of all students while aligning with the New Jersey Student Learning Standards for Social Studies. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in our world. The major topics of study for kindergarten are taken specifically from the New Jersey Student Learning Standards.</p> <p>Units:</p> <ol style="list-style-type: none">1. Civics2. History-Traditions3. Geography4. Economics <p>Celebrating Citizenship - Throughout the Year</p>					
Grading Procedures:	Standards Based Grading: Beginning, Developing, Secure					
Primary Resources:	TCI Social Studies Alive! Me and My World					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:

Christine Gehringer, Elementary Supervisor

Written: August 2020

Revised: August 2024

BOE Approval:

Unit Title: *Unit 1: Civics***Unit Description:**

Throughout this unit, you will learn to work with others. find out how to get along with others, read about how to make friends, learn about how to solve problems. Students will learn about state symbols, see symbols of our nation, explore how Americans celebrate.

Unit Duration: - 30 Days**Desired Results****Standard(s):**

- When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.
- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- Certain character traits can help individuals become productive members of their community.
- The nature of history involves stories of the past preserved in a variety of sources.

Indicators:

- 6.1.2.CivicsPI.3: Explain how individuals work with different individuals to make rules.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principals.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

<p>Understandings: <i>Students will understand that...</i></p> <p>Lesson 4: How do I get along with others? • Find out how to get along with others</p> <ul style="list-style-type: none"> • Read about how to make friends • Learn about how to solve problems • Define what it means to get along. • Identify helpful, courteous, fair, compassionate, and responsible behaviors. • Identify reasons for rules at home and at school. <p>Lesson 5: How do I Make Friends?</p> <ul style="list-style-type: none"> • Define what it means to be a friend • Distinguish between friendly (kind) and unfriendly (selfish) behavior <p>Lesson 6: How do I solve problems with others? • Identify situations in which conflict resolution is needed</p> <ul style="list-style-type: none"> • Practice and recite four steps to solving problems or conflict with others • Name adults in the community who can help children with their problems <p>Lesson 8: How Do American's Celebrate? • Learn about state symbols</p> <ul style="list-style-type: none"> • See symbols of our nation • Explore how Americans celebrate national holidays • Act out and illustrate symbols of the United States of America. 	<p>Essential Questions:</p> <p>Lesson 4: <i>How do I get along with others?</i></p> <p>Lesson 5: <i>How do I Make Friends?</i></p> <p>Lesson 6: <i>How do I solve problems with others?</i></p> <p>Lesson 8: <i>How Do American's Celebrate?</i></p>
<p>Assessment Evidence</p>	
<p>Performance Tasks: Vocabulary activities Interactive Journal assignments Activity participation Show What You Know Lesson Games</p>	<p>Other Evidence: Unit Assessment: Civics Lesson 4, 5, 6 & 7 Assessments</p>

Learning Plan

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 4: How Do I get Along with Others?</i>	Amendments/Advance Preparation
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Adventure and friendly monsters (Journal pgs. 53-55)	Introduce the concepts of appropriate times to talk and to listen. Use Interactive Journal, or can also be printed out or done on blank paper. During Choice Time- (Optional: place the puppet directions in the art center during choice time to encourage children to create additional puppets to practice speaking and listening appropriately)
Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 2: Vocabulary Activity (Journal page 56)	Reference Vocabulary Toolkit for suggested activities. Journal page 56

Hands-On Activity	Days 3 & 4: Hands-On Activity— Playing the Sunshine Telephone Game (Journal pgs. 57-63) and Reading sections 1-4	<p>Scissors & tape</p> <p>Activity Card A: The Sunshine Crown</p> <p>Activity Card B: Directions</p> <p>Cut out the crowns from <i>Activity Card A: The Sunshine Crown</i>, and tape the ends of each together so that it can be worn.</p> <p>Conduct this activity outside or in a large room such as the cafeteria/gym. Take Activity Card B: Directions with you for the game.</p> <p>Students play the Sunshine Telephone game to compete against classmates and practice talking, listening & taking turns.</p>
Extension	Day 5: Learning to Make Good Choices	<p>Students are exposed to real-life scenarios and challenged with making positive choices. In small groups students discuss choices and determine which is best and why.</p> <p>This activity may be done during SEL time.</p>
Show What You Know	Day 6: Summary and Student Journal responses	<p>After discussing summary (Journal pg.64) as a whole class, students complete Journal page 64 independently. Use Interactive Journal, or can also be printed out or done on blank paper.</p>
Social Studies Stories	Day 7: Reading Text: Rules Help Us	<p>Students may listen to the passage about rules and write on paper their journal responses.</p> <p>This activity may be done during SEL time.</p>
Explore	Day 8: Reading Text: Good Citizenship	<p>Students may listen to the passage about the qualities of being a good citizen and write/draw on paper their journal responses.</p>

Literature	Days 9-11: Reading Text: The Little Red Hen (3 -parts)	<p>Students listen to each part of the story and reflect and respond to how the barnyard animals are getting along with one another.</p> <p>During reading:</p> <ol style="list-style-type: none"> 1. What is happening in the story? 2. What is the problem? 3. What will happen next? <p>After reading:</p> <ol style="list-style-type: none"> 1. What would you do if you were the other animals? 2. What would you do if you were Little Red Hen? <p>This lesson may be done during literacy block</p>
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<p>Additional Resources</p>		<p>Positive Psychology: Kindness Activities https://positivepsychology.com/kindness-activities-empathy-worksheets/</p> <p>The website has a wealth of ideas for teaching kindness and empathy. In particular, look for the great activities in the 7 Kindness Activities for Elementary Students part of the page.</p> <p>Optional: The City and the Country</p> <p>There are some things the same and some things different about the ways we get along in the country and in the city.</p> <p>Help students compare urban and rural life. Differences might include types of houses, numbers of people living there, abundance and types of plants and animals, and traffic. Similarities might include schools, neighbors, the need to work and earn a living, having places to shop, and having special places to go for fun.</p> <p>Make a two-column chart with the headings “City” and “Country.” For decoding practice, point out the two sounds represented by the initial letter c. Ask students what they know about city life and country life. Record their ideas in the chart.</p> <p>Tell students you are going to read a story about two mice (“The City Mouse and The Country Mouse”). Use any picture book version of the fable or the modern adaptation provided with this activity.</p> <p>After reading, review the story characters, setting, and plot. Ask if students want to add to the lists about the differences between the city and the country. Then start another list below the first two, naming ways in which city life and country life are the same.</p> <p>Finally, help students make a list of rules for the mice</p>
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to follow in each location. Ask: Are some rules for staying safe different in the city and the country? Is that true for people, as well as for mice?

The City Mouse and the Country Mouse

One day, City Mouse got a call from Country Mouse. Country Mouse asked if City Mouse would like to visit. "Sure!" said City Mouse.

City Mouse got in his car. There were so many cars and trucks on the streets, it took him a long time to drive out of the city. Once out of the city, he drove through many busy towns. At last, the roads were almost empty. City Mouse could see green fields and farms. He was in the country now.

City Mouse found the little wooden house where Country Mouse lived in the walls. Country Mouse gave him a meal of raw corn. City Mouse did not like it. He said, "We eat so much better in the city. We have foods you never dreamed of! You must come and eat with me!"

So Country Mouse rode back to the city with City Mouse. Country Mouse did not like what he saw. The air seemed dark and dirty. There were too many cars and too many people. There were very few trees and no green fields.

Soon they were running up the steps of the six-story brick apartment building where City Mouse lived. In the kitchen, they ran up the legs of a table and found plates full of wonderful food. There were pizza crusts. There were drops of tasty red sauce. And there were bits of melted cheese. The mice began to feast. Country Mouse thought he had never tasted anything so good.

But they had just started eating when they heard the meow of a big orange cat. The cat jumped, and the two mice ran away as fast as they could. They slipped through a crack just in time and dashed down the stairs.

Country Mouse cried out, "Take me home! It's true that your city's food is outstanding. But it is too dangerous here! At home, I can eat my corn in peace."

Optional Additional Readings:

			<p><i>Dinosaurs, Beware! A Safety Guide</i> by Marc Brown and Stephen Krensky (Boston: Little, Brown Young Readers, 1984)</p> <p>To support the theme “Rules help keep us safe,” this engaging book puts whimsical dinosaurs into</p>	
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		<p>everyday situations to illustrate the rules that help prevent accidents and to explain what to do in emergency situations.</p> <p><i>It's Hard to Be Five: Learning How to Work My Control Panel</i> by Jamie Lee Curtis. Illustrated by Laura Cornell. (New York: Joanna Cotler Books, 2004)</p> <p>Getting along with others involves a lot of self-control, which is a struggle for young children. This popular author team looks through a child's eyes at the choices kindergartners face daily and the difficulty of always doing the right thing. As a read-aloud, this book is both funny and reassuring.</p> <p><i>My Mouth Is a Volcano</i> by Julia Cook. Illustrated by Carrie Hartman. (Vienna, VA: CTC Publishing, 2005) Louis has trouble holding back when he has something to say, but then he learns a technique to stop him from interrupting. This is a cleverly written and illustrated story for helping children wait their turn to speak while they listen to others.</p> <p><i>The Selfish Crocodile</i> by Faustin Charles. Illustrated by Michael Terry. (London: Bloomsbury Publishing, 1999)</p> <p>A crocodile who rules the river and refuses to share it with the other jungle animals finally learns the real meaning of friendship and how to get along with others.</p> <p><i>Lilly's Purple Plastic Purse</i> by Kevin Henkes (New York: Greenwillow Books, 2006)</p> <p>Lilly's love of school is placed in jeopardy when Mr. Slinger confiscates her purse before she can share it with her classmates, leading her to act in a way she later regrets.</p> <p><i>David Goes to School</i> by David Shannon (New York: Blue Sky Press, 1999)</p> <p>David likes to have fun at school, but his teacher doesn't agree with his version of fun, and has to work hard to keep one step ahead of the energetic boy.</p> <p><i>Bully</i> by Laura Vacaaro Seeger (New York: Roaring Brook Press, 2013)</p> <p>A small bull takes out his hurt and anger by yelling at his friends, and growing comically ever-larger. Told from the bully's point of view, this simple story posits an effective anti bullying message.</p>	
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		<p><i>Clara and Davie</i> by Patricia Polacco (New York: Scholastic Press, 2014) Clara Barton's childhood is challenged by her lisp, but her relationship with both the natural world and her older brother Davie help her see it through and</p>	
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		<p>become one of the most famous medical practitioners of all time.</p> <p><i>Me First</i> by Helen Lester (Boston: HMH Books for Young Readers, 1995) Pinkerton always wants to be first, no matter what. Charging forward without paying attention eventually brings consequences, when he is roped into taking care of a tiny Sandwich.</p> <p><i>Rules and Laws</i> by Anne-Marie Kishel</p>
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Lesson Title Elements	<i>Lesson 5: How Do I Make Friends?</i>	Amendments/Advance Preparation
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Role Playing (Journal pgs. 65-67)	Cut out <i>Activity Card A: Teacher Puppets</i> . Create three puppets to use during this activity by taping the back of each cutout to a craft stick, a pencil, or a ruler. Students can continue to role play with puppets during Choice Time.
Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 2: Vocabulary Activity (Journal page 68)	Reference Vocabulary Toolkit for suggested activities. Journal page 68

Hands-On Activity	Day 3: Hands-On Activity—Puppets Introduce Themselves and Play (Journal pgs. 69-72) and Reading sections 1-2	<p>Craft Stick, scissors & tape Activity Card A: Teacher Puppets Activity Card B: Student Puppets Cut out <i>Activity Card B: Student Puppets</i>. Have students create puppets by taping their cutout to a craft stick. Alternatively, a pencil or ruler could be used.</p> <p>Student join a group of three and play with three puppets—Batty, Puffin, and Red Panda—to learn how to make friends.</p>
Hands-On Activity	Day 4: Hands-On Activity—Puppets Share and Are Kind (Journal pgs. 73-75) and Reading sections 3-4	Student join a group of three and play with three puppets to learn how to share and be kind.
Extension	Day 5: Creating Your Own Scene	Students select one of the given three images for the background scene and think of ways they could be a good friend. With their group, act out – using their puppets- being a good friend.
Show What You Know	Day 6: Summary and Student Journal responses	After discussing summary (Journal pg.76) as a whole class, students complete Journal page 76 independently. Use Interactive Journal, or can also be printed out or done on blank paper.

Lesson Title Elements	<i>Lesson 6- How do I solve problems with others?</i>	Amendments/Advance Preparation
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Four Steps for solving an interpersonal conflict (Journal pgs. 77-79)	<p>Four Steps to Solve a Problem:</p> <ol style="list-style-type: none"> 1. Stop & Calm Down 2. Listen & Talk 3. Think of Solutions 4. Agree on a Plan & Try it <p>Project Interactive Journal, following slides for whole class lesson</p>
Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 2: Vocabulary Activity (Journal page 80)	Reference Vocabulary Toolkit for suggested activities. Journal page 80

Hands-On Activity	Day 3: Hands-On Activity— Creating a Way to Solve Problems with Others (Journal pgs. 81-86) and Reading sections 1-4	<p>Cut out <i>Activity Card: Let's Talk It Out!</i></p> <p>There are 12 “Let’s Talk It Out!” cards provided so that students can work in pairs.</p> <p>Students listen to a story about the lion family and discuss four steps the family might take to solve a problem.</p> <p>Suggested/Optional create a calm down corner displaying the calm down book for children to reference when they are feeling upset.</p>
Hands-On Activity	Day 4 & 5: Hands-On Activity— Practicing Solving Problems with Others (Journal pgs. 87-89) watch three videos, prepare a skit and Reading sections 5-6	<p>Scissors Activity Card: Let’s Talk It Out!</p> <p>Students use the four-step “Let’s Talk It Out!” method to help solve problems with others. Students can use dramatic play with their partners during Choice Time.</p> <p>Encourage students to practice these steps as they engage in Choice Time/Play time</p> <p>Suggested/optional: Place puppets or puppet patterns in the art choice time center and have students create puppets and role play how to “Talk It Out”.</p>
Show What You Know	Day 6: Summary and Student Journal responses	<p>After discussing summary (Journal pg.90) as a whole class, students complete Journal page 90 independently. Use Interactive Journal, or can also be printed out or done on blank paper.</p>
Additional Resources		<p>Additional Reading Opportunities:</p> <p>The following books, which can be read aloud to students, offer opportunities to extend the content in this lesson.</p>

		<p><i>Community Helpers from A to Z</i> by Bobbie D. Kalman and Niki Walker (New York: Crabtree Publishing Company, 1998)</p> <p>Extend this chapter's brief look at some helpers in the community with an alphabet book that presents a concise description of varied occupations, with photographs of real people on the job and a statement of the ways each type of worker helps us.</p> <p><i>It's Mine!</i> by Leo Lionni (New York: Dragonfly Books, 1996)</p> <p>Three frogs on a small island bicker and quarrel all day long. Ultimately a wise old toad teaches them the timeless message that finding happiness in relationships generally revolves around learning to share, which is something that students often discover themselves as they practice the four problem solving steps.</p> <p><i>Sometimes I'm Bombaloo</i> by Rachel Vail. Illustrated by Yumi Heo. (New York: Scholastic Press, 2002) As Katie will tell you, she's a really good kid—except sometimes, when she gets really angry, and then she's Bombaloo. Young students will readily understand the girl's explosive feelings of anger and what it takes for her to calm down—the first and perhaps most difficult step of problem solving.</p> <p><i>We Can Get Along: A Child's Book of Choices</i> by Lauren Murphy Payne. Illustrated by Claudia Rohling. (Minneapolis: Free Spirit Publishing, 1997) This book taps familiar childhood situations to explore how it feels when people are getting along and how it feels when they are not. The empowering message is that we have control over how we behave and how we react to others' behavior. Students learn the Golden Rule as they discover that how something feels to them can be a trustworthy guide to how they should treat other people.</p> <p><i>Rules and Laws</i> by Ann-Maria Kishel (Minneapolis: Lerner Classroom, 2007)</p> <p>This nonfiction title introduces the reasons behind the rules and laws created in all aspects of life.</p> <p><i>Now and Ben: The Modern Inventions of</i></p>	
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		<p><i>Benjamin Franklin</i> by Gene Baretta (New York: Square Fish, 2008)</p> <p>Benjamin Franklin comes to life through the tales of</p>	
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	<p>his many inventions.</p> <p><i>Harvesting Hope: The Story of Cesar Chavez</i> by Kathleen Krull The life of Cesar Chavez, who led the movement for the first successful agricultural strike, is depicted beautifully through both the words of Kathleen Krull and the illustrations of Yuyi Morales.</p> <p><i>The Story of Ruby Bridges</i> by Robert Coles (New York: Scholastic Paperbacks, 2010) Ruby Bridges walked into her first day of elementary school as the only black student in an all-white school. Despite the mobs of angry parents and the refusal of most teachers to teach her, Ruby perseveres.</p> <p><i>Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan</i> by Jeanette Winter (San Diego: Beach Lane Books, 2014) A beautifully illustrated retelling of two real life stories, Jeanette Winter tells the story of Iqbal Masih and Malala Yousafzai, who despite their relative youth took a stand for what's right.</p> <p><i>Too Many Tamales</i> by Gary Soto (New York: Puffin Books, 1996) Maria tries on her mother's wedding ring while helping her make tamales for Christmas. When the ring goes missing, chaos ensues.</p> <p><i>The People Could Fly</i> by Virginia Hamilton (New York: Dragonfly Books, 2015) An anthology of twenty-four visually stunning American black folktales, including familiar characters such as Bruh Rabbit and other figures. The titular tale is of a tribe which, despite being forced into slavery, possessed an ancient magic that allowed them to break free and fly away.</p>
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Lesson Title Elements	<i>Lesson 8: How Do Americans Celebrate?</i>	Amendments/Advance Preparation <i>Taught in November</i>
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Chronological order of U.S. national holidays (Journal pgs. 105-107)	Project Interactive Journal, following slides for whole class lesson

Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 2: Vocabulary Activity (Journal page 108)	Reference Vocabulary Toolkit for suggested activities. Journal page 108
Hands-On Activity	Day 3: Hands-On Activity—Five Special American Holidays (Journal pgs. 109-111) and Reading section 1	Construction paper, scissors & tape Cut out and tape together a sash for each student. The sashes can be prepared using 12" × 18" construction paper or butcher paper. Students view videos about five American holidays and pick a badge to represent each on their sash. Project Interactive Journal, or students may do pages at a Choice Time center.
Hands-On Activity	Day 4 & 5: Hands-On Activity— Six Holidays to Help Us Remember (Journal pgs. 112- 116) and Reading sections 2-4	Construction paper, scissors & tape Students view photographs of statues representing past Americans whom we celebrate with holidays and pick a badge for each, adding to their sash. Project Interactive Journal, or students may do pages at a Choice Time center.
Show What You Know	Day 6: Summary and Student Journal responses	After discussing summary (Journal pg.117) as a whole class, students complete Journal page 118 independently. Use Interactive Journal, or can also be printed out or done on blank paper.
Literature (Optional)	Day 7: Reading Text: "George Washington Tells the Truth"	Students can listen to the famous story about George Washington during Choice Time. Journal activities may be done through Interactive Journal or on paper.

	<p>Additional Resources</p>		<p>Optional Additional Reading Opportunities:</p> <p>The following books, which can be read aloud to students, offer opportunities to extend the content in this lesson.</p> <p><i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> – Barretta, Gene</p> <p><i>F is for Flag</i> - Lewison, Wendy Cheyette</p> <p><i>The Bald Eagle</i> by Lloyd G. Douglas (New York: Children’s Press, 2003) This is one of a series of easy readers that explore American symbols. Other titles by the same author include <i>The Liberty Bell</i>, <i>The American Flag</i>, and <i>The White House</i>. All are illustrated with full-color photographs.</p> <p><i>From Here to There</i> by Margery Cuyler. Illustrated by Yu Cha Pak. (New York: Henry Holt Co., 1999) Young Maria Mendoza lives with her family at a certain address, in a town, in a state, in a country, and so on out into “the universe and beyond.” After hearing this simple story read aloud, students can use the same structure to tell their own story, filling in their</p>
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			<p>own locations.</p> <p><i>L Is for Liberty</i> by Wendy Cheyette Lewison. Illustrated by Laura Freeman Hines. (New York: Grosset and Dunlap, 2003) This title provides a simple explanation of the famous statue in New York Harbor and tells what she symbolizes for our country and for people around the world.</p> <p><i>National Geographic Beginner’s World Atlas, Updated Edition</i> by National Geographic Society (Washington, D.C.: National Geographic Children’s Books, 2005) Once students have begun to locate themselves in the world, their curiosity leads them to wonder about other people and places. This atlas, with its large, easy-to-read maps designed for ages 5 to 8, provides a superb introduction to the countries and the continents of Earth. It also offers an early look at different kinds of maps and how to read them.</p>
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Unit Modifications for Special Population Students

Advanced Learners

Lesson 4: After the class has completed Extension: Learning to Make Good Choices, have students work to create their own good choice situations similar to those pictured in the slideshow. Using the scenarios from the slideshow as a model, have students create their own situations with a picture that shows the scene and three choices the student might make, including one good and two poor choices. Students can then present their situations to classmates for additional discussion about making good choices.

Have students work to create their own “good choice situations” similar to those pictured in the presentation. Using the scenarios on the Information Master B as a model, have students create their own situations with a picture that shows the scene and two choices for what the student might do, including one good and one poor choice. They can then present their situations to classmates for additional discussion about the importance of making good choices.

Students could also complete the Seesaw activity How to Get Along:
https://app.seesaw.me/pages/shared_activity?share_token=IrOn989BR5GWyZWAhABWGg&prompt_id=prompt.ff430f2b-1c0e-47dc-a422-14d51d51a593

Students could also engage in Reader’s Theatre using The Little Red Hen. Students could create puppets and choose parts and act out the story.

Lesson 5: Provide picture books about friendship from the class or school library. (See the Additional Reading Opportunities in Enhancing Learning for suggested titles.) Have students read or examine one book and draw a scene that shows two characters becoming friends or being kind to one another. Then ask students to write about (or share with the class orally) specific friendly behaviors demonstrated by the chosen characters, drawing on ideas the class discussed during the lesson.

	<p>In conjunction with Social Studies Stories: The First Thanksgiving, help students develop a two-column Then and Now chart that explores details of life in those days and how life is different today. Include, for example, contrasts like these: mode of travel across the ocean, mode of travel on land, clothing, ways to obtain food, types of food, ways of cooking food, and how children helped their families.</p> <p>Lesson 6: After students complete Hands-On Activity: Creating a Way to Solve Problems with Others, ask students to draw a picture to complete the story. The picture should show how the lion family resolved their problem. Invite students to present their drawing and story conclusion to the class.</p> <p>Lesson 8: Challenge students to read a story about an American hero. Consider providing a list of books or stories for students to select. Have students introduce the American hero and tell their story in front of the class. Alternatively, ask students to create pictures that illustrate the story.</p>
Struggling Learners	<p>Lesson 4: Conduct a pre reading session before students read each section. For each numbered section, ask, What is the title of this section? What do you see in the image? What do you already know about the heading topic? What do you want to know about this topic? Then have students read and complete the corresponding Activity Notes for this section. Review the answers as a class. Repeat these steps as needed for each section.</p> <p>Lesson 5: Where students are asked to read multiple sections and complete the related sections at once, break up the reading. Have students read and complete one section at a time. Check their answers between each section. Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class and make sure that students understand the main points in the section before moving on.</p> <p>Lesson 6: Where students are asked to read multiple sections and complete the related Activity Notes at once, break up the reading and Activity Notes work. Have students read and complete the Activity Notes one section at a time. Check their answers between each section.</p> <p>Lesson 8: During Hands-On Activity: Five Special American Holidays and Hands-On Activity: Six Holidays to Help Us Remember, have volunteers read each section aloud while the rest of the class follows along.</p>

English Language Learners	<p>Lesson 4: Students may be uncomfortable talking extemporaneously during the Hands-On Activity: Playing the Sunshine Telephone Game debrief or during the discussion in Extension: Learning to Make Good Choices. They may not have the processing skills to formulate their speech in English. For both activities, prepare sentence starters for students so that they may participate in the group discussions.</p> <p>Lesson 5: Eye contact can mean many different things to people in different cultures. Eye contact that is acceptable or even required in one culture could well cause misunderstandings in another. For example, looking someone in the eye during a conversation in the United States may be considered a sign of openness and honesty, but in parts of Asia, it may be taken as a sign of belligerence and disrespect. Model the Preview activities so students have a clear understanding of what you expect them</p>
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	<p>to do.</p> <p>Lesson 6: During Hands-On Activity: Creating a Way to Solve Problems with Others, provide support for students by helping them understand the concepts in the story and cultural differences in solving problems. Invite students to share stories about problem solving, as well as problem-solving methods, from their family's culture.</p> <p>Lesson 8: Encourage students to learn about a national holiday in their family's country of origin. Have them compare it to an American holiday they learn about in this lesson. Challenge students to present the holiday to the class. Allow students to use images to help them illustrate their presentation.</p>
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Special Needs Learners	<p>Lesson 4: Throughout the lesson, as students encounter examples of getting along with others, being fair and responsible, and following rules at home and school, give students a chance to act out the scenarios. This will assist students who need additional support to internalize the concepts. As they demonstrate each situation (playing, helping, listening), reinforce the use of the appropriate language and behaviors.</p> <p>Lesson 5: In Hands-On Activity: Puppets Introduce Themselves and Play, Hands-On Activity: Puppets Share and Are Kind, Extension: Creating Your Own Scenes, students create and perform scenes with their puppets. To support students, write a script, and allow students to rehearse either at home or in class with you before they perform for their peers.</p> <p>Lesson 6: Have students create their own set of four drawings to illustrate the four steps to solving a problem. To identify each step, have students copy or trace the words of the steps on four sheets of paper. Alternatively, give them four sheets of paper with the written words provided. Tell students to draw something meaningful to them that will help them remember each step. For example, for “Step 1: I stop and calm down,” they might draw a picture to remind them of their favorite method from the “Ways to Calm Down” stations. After students complete all four pictures, they can sequence them in numerical order and then display them. This serves as a visual reinforcement of the concepts.</p> <p>Make a large copy of the Show What You Know Activity Notes, and post it where students can see it. As you walk through the problem-solving scenario with the lion family, pause the presentation to refer to the Activity Notes. Make sure students can find the prompt on the page and that they understand the task.</p> <p>Lesson 8: Encourage students to practice celebrating events throughout their day. It can be uplifting to celebrate successes. Consider reducing the number of holidays covered in Hands-On Activity: Six Holidays to Help Us Remember. Select the holidays that are most meaningful to the local and/or school community.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:**Reading**

- NJSLSA.CR. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.IT. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.VI. Interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Writing

- NJSLSA.IW. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.RW. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

Speaking and Listening

- NJSLSA.PE. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.II. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.ES. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Vocabulary

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Integration of 21 Century Skills

Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectation:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). •9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). •9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Core Idea: Brainstorming can create new, innovative ideas.

Performance Expectation:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Unit Title: *Unit 2: History*

Unit Description:

Throughout this unit, you will learn about family traditions and holidays.

Unit Duration: ~ 7 days

Desired Results

Standards:

- Families are unique and have special traditions

Indicators: <ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.3. Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Define what makes a family. • Show that families are alike and different. • Learn empathy and caring for others. • Learn the many ways families do things together. • Identify family traditions from a variety of cultures. 	Essential Questions: Lesson 2: <i>What is a family?</i>
Assessment Evidence	
Performance Tasks: Vocabulary activities Interactive Journal assignments Activity participation Show What You Know Lesson Games	Other Evidence: Unit Assessment: History Lesson 14 Assessment
Benchmark: Grade 1 Social Studies Benchmark includes all five units: Civics, Economics, Geography & History	
Learning Plan	

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	Lesson 2: What is a Family?	Amendments/Advance Preparation
Preview	Day 1: Preview Activity – What is a	Project Interactive Journal and guide students

	Activity	Family? (Journal pgs. 19-21)	through song and discussion, student responses may be through Interactive Journal or printed or on paper.	
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Vocabulary Activity	Day 2: Vocabulary Activity (Journal page 22)	Reference Vocabulary Toolkit for suggested activities. Journal page 22
Extension	Day 3: My Family— Analyze images of many different families. Compare them to their own.	Analyze photographs to explore the many ways families may be configured. Read sections 1-4. Use Interactive Journal features.
Extension	Day 4: Helping the Squirrel Family-	Click on each image to enlarge it. Encourage students to analyze the pictures and talk to one another about the three questions as a class. Use Interactive Journal features.
Hands-On Activity	Days 5-6: Hands-On Activity— Matching cultural objects to family traditions during six holidays (Journal pgs. 23-31) Read sections 1-4 and 5-7	Activity Card: Traditions. Cut out the cultural objects from <i>Activity Cards: Traditions</i> . Each pair will need at least one card; they'll match their card to the holiday shown on the slides. Use Interactive Journal features.
Show What You Know	Day 7: Summary and Student Journal responses	After discussing summary as a whole class, consider having students turn and talk, then independently draw a picture of their ideas. Student responses may be done on paper. Students may then share-out their traditions with the class or in small groups.

Unit Title: <i>Unit 3: Geography of the Neighborhood</i>
Unit Description: Throughout this unit, students will learn about what is in or near their neighborhood and their location in the world.
Unit Duration: - 15 Days
Desired Results
<ul style="list-style-type: none"> • The nature of history involves stories of the past preserved in a variety of sources. • Physical and human characteristics affect where people live (settle). • Certain character traits can help individuals become productive members of their community. • A map is a symbolic representation of selected characteristics of a place.

Indicators:

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

Understandings:***Students will understand that...***

- Identify characteristics of a neighborhood. • Plan and create a model and a map of a neighborhood.
- Identify map symbols.
- Create a map key
- Identify and locate where one lives on a map • Learn about what is in one's neighborhood.
- Understand the environment of one's neighborhood.
- Explore the neighborhood's natural resources.
- Identify one's own city and state, and locate them on a map.
- Name the country in which we live.
- Distinguish between land and water on a globe and a map.

Essential Questions:**Lesson 9:**

What is in my neighborhood?

Lesson 10:

Where Am I In The World?

Assessment Evidence**Performance Tasks:**

Vocabulary activities
Interactive Journal assignments
Activity participation
Show What You Know
Lesson Games

Other Evidence:

Unit Assessment: Geography
Lesson 9 & 10 Assessments

Learning Plan

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 9: What is in my neighborhood?</i>	Amendments/Advance Preparation <u>Optional:</u> Use masking tape to create a 6-foot square on the floor. If possible, choose an area of the room where students will be able to build a neighborhood that they can interact with throughout the lesson.
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Bird’s eye view, watch video (Journal pgs. 129-131)	Project Interactive Journal, following slides for whole class lesson During Choice Time students to create a map of their classroom, playground, school, home, or another familiar place using a bird’s eye view method.
Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 2: Vocabulary Activity (Journal page 132)	Reference Vocabulary Toolkit for suggested activities. Journal page 132 <u>Suggested/Optional:</u> Read the following books: <ul style="list-style-type: none"> • This is My Town • Lola at the Library <u>PBS Kids: Mr. Roger’s Neighborhood</u> http://pbskids.org/rogers/make_believe/ On this website, PBS Kids: Mr. Roger’s Neighborhood, students can view a neighborhood they may be familiar with – Mister Rogers’ Neighborhood. As discussed in the lesson, <i>What Is in My Neighborhood?</i> , students can see that this neighborhood has buildings, outdoor places, and people. Students can learn about the many different kinds of characters in the neighborhood, and find some fun activities in the “Neighborhood of Make-Believe” section.
Hands-On Activity	Day 3 & 4: Hands-On Activity— Finding Places	Chip per student Students identify eight places in a neighborhood

	(Journal pgs. 133-	
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	138) and Reading section 1-2	<p>Teacher may project the interactive journal, following the slides guiding students through placing their chip at eight different locations on a map. Map may be printed or students may use Interactive Journal or take turns moving projected digital chip</p> <p><i>Suggestion: During choice time remind students how neighbors treat each other with kindness, respect, and they share things like toys. "Lets see if you can be a good neighbor during choice time."</i></p>
Hands-On Activity	Day 5 & 6: Hands-On Activity— Making a Map Key (Journal pgs. 139-143) and Reading section 3-4	<p>Colored markers, crayons and colored pencils Students fill in a map key to show eight different places on a neighborhood map.</p> <p>Students work with partners to fill in their map key. Project the Interactive Journal and guide students through lesson. Students have copies of the journal page (map) to color in the map key and complete their map.</p> <p><i>Suggestion: Place blank neighborhood maps in the art center for students to recreate During Choice time have children use the block center to create their very own neighborhood.</i></p>
Show What You Know	Day 7: Summary and Student Journal responses	<p>After discussing summary as a whole class, students complete Journal page 144 independently. Use Interactive Journal, or can also be printed out or done on blank paper.</p>
Explore	Day 8: Reading Text: Where Is It?	<p>Teacher guides students through the whole class exploration lesson projecting the Interactive Journal (using directional world, compass rose, identifying locations on a map</p>

<p>Additional Resources</p>		<p><i>Additional Reading Opportunities:</i></p> <p>The following books, which can be read aloud to students, offer opportunities to extend the content in this lesson.</p> <p><i>Mi Barrio/My Neighborhood</i> by George Ancona (New York: Children’s Press, 2004) With parallel text in Spanish and English, this book explores a New York neighborhood where most people speak Spanish—a lively neighborhood that encompasses playgrounds, wall murals, taquerias, and a place to buy live poultry.</p> <p><i>Miss Bindergarten Takes a Field Trip with Kindergarten</i> by Joseph Slate. Illustrated by Ashley Wolff. (New York: Dutton Children’s Books, 2001)</p>
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		<p>In another title from this popular series, Miss Bindergarten takes her class around town where they decorate cakes at the bakery, sort mail at the post office, and help at other places in the community. Students will learn about store clerks, postal workers, librarians, police officers, and other people and places in the community.</p> <p><i>On the Town: A Community Adventure</i> by Judith Caseley (New York: Harper-Collins, 2002) When Charlie has to keep a notebook of community helpers for homework, his mother suggests that they walk through the town to see how a community works. Charlie’s notes and pictures could serve as a model for a similar project for your students.</p> <p><i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler. Illustrated by Robert Casilla. (New York: Holiday House, 1989) To help kindergartners further understand the role of Dr. King in helping people learn to share their neighborhoods and cities, this simple biography provides just enough detail in clear, straightforward prose. Sensitive watercolor illustrations chronicle the moving events of his life.</p>
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Lesson Title Elements	<i>Lesson 10: Where Am I In The World?</i>	Amendments/Advance Preparation
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Where Do You Live? Telescope, Song and Dance (Journal pgs. 145-147)	Project Interactive Journal, following slides for whole class lesson Students can listen to song and dance during Choice Time.
Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 2: Vocabulary Activity (Journal page 148)	Reference Vocabulary Toolkit for suggested activities. Journal page 148
Hands-On Activity	Day 3 & 4: Hands-On Activity— Finding My Place in the World (Journal pgs. 149-155) Read sections 1-4	Scissors, Tape Activity Card A-D: Locations Make copies of Journal page – students cut out telescope Students work with partners to make a telescope that shows their city, state, country & world. Teacher projects the interactive journal, following the slides guiding students through city, state, country and world.

Hands-On Activity	Day 5: Hands-On Activity—Where in Your World Circle Game	Play game outside on blacktop with four concentric circles or inside drawing circles on large paper or use four corners of the room. Students play a game that challenges them to categorize images as either city, state, country or world.	
Show What You Know	Day 6: Summary and Student Journal responses pg. 156	After discussing summary as a whole class, students complete Journal page 156 independently. Use Interactive Journal, or can also be printed out or done on blank paper.	

<p>Social Studies Stories</p>	<p>Day 7: Reading Text: Symbols of Our Country</p>	<p><i>Suggested:</i> Ben's Guide to U.S. Government for Kids: Symbols</p> <p>http://bensguide.gpo.gov/liberty-bell-1753</p> <p>The lesson presents some symbols of our country. The website, Ben's Guide to U.S. Government for Kids, provides images and descriptions of many United States symbols, including symbols that students have already learned in <i>Social Studies Alive! Me and My World</i></p> <p><i>Optional Additional Reading Opportunities:</i></p> <p>The following books, which can be read aloud to students, offer opportunities to extend the content in this lesson.</p> <p><i>Now and Ben: The Modern Inventions of Benjamin Franklin – Barretta, Gene</i></p> <p><i>F is for Flag - Lewison, Wendy Cheyette</i></p> <p><i>The Bald Eagle</i> by Lloyd G. Douglas (New York: Children's Press, 2003) This is one of a series of easy readers that explore American symbols. Other titles by the same author include <i>The Liberty Bell</i>, <i>The American Flag</i>, and <i>The White House</i>. All are illustrated with full-color photographs.</p> <p><i>From Here to There</i> by Margery Cuyler. Illustrated by Yu Cha Pak. (New York: Henry Holt Co., 1999) Young Maria Mendoza lives with her family at a certain address, in a town, in a state, in a country, and so on out into "the universe and beyond." After hearing this simple story read aloud, students can use the same structure to tell their own story, filling in their own locations.</p> <p><i>L Is for Liberty</i> by Wendy Cheyette Lewison. Illustrated by Laura Freeman Hines. (New York: Grosset and Dunlap, 2003) This title provides a simple explanation of the</p>
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		<p>famous statue in New York Harbor and tells what she symbolizes for our country and for people around the world.</p> <p><i>National Geographic Beginner's World Atlas, Updated Edition</i> by National Geographic Society (Washington, D.C.: National Geographic Children's Books, 2005)</p> <p>Once students have begun to locate themselves in the world, their curiosity leads them to wonder about other people and places. This atlas, with its large, easy-to-read maps designed for ages 5 to 8, provides a superb introduction to the countries and the continents of Earth. It also offers an early look at different kinds of maps and how to read them.</p>	
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Unit Modifications for Special Population Students

Advanced Learners	<p>Lesson 9: Challenge students to create a three-dimensional neighborhood. Refer to the class lists of buildings and outdoor places as you help students brainstorm, and prompt students to consider other ideas, such as a community garden (vegetables and flowers), a community theater, a skate park, an animal shelter, a used bookstore, a food bank, a water slide, and bus lines. As a class, discuss which ideas students feel would be of the most benefit to the community. For example, they could talk about how many people would enjoy each feature and whether it could be used in all seasons of the year. After the options have been discussed, explain that people often vote to make decisions for how to spend money in their community. Hold a class vote to make a final decision. Students can then share responsibilities for creating the three-dimensional neighborhood.</p> <p>Lesson 10: Remind students that we have many kinds of symbols to represent our country, including a national bird and a flag. We even have a national song, or national anthem, called "The Star-Spangled Banner." Ask students to look in classroom or library books, or guide them in looking online, to find symbols that represent their state. Challenge them to find and draw their state bird, state flower, and state flag and to discover whether their state has a state song. Encourage students to write labels for their pictures if they are able. Students could add these pictures as extra pages to their <i>I Am Part of the World</i> books.</p>
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Struggling Learners	<p>Lesson 9: Highlight key words or phrases that will help students follow the text and complete their Activity Notes. Identify prepositions that appear in the lesson and directly teach them to students. Then place them on a word wall with illustrations so students can refer to them while reading the text and working with the maps during the activities.</p> <p>Lesson 10: Conduct Hands-On Activity: Where in Your World Circle Game as a group activity. Divide your class into eight groups, and give each an Activity Card. Groups then discuss where the image on the Activity Card belongs and place it there when called upon. As desired, repeat with each group receiving a new Activity Card.</p>
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English Language Learners	<p>Lesson 9: Have students work in mixed-ability groups to create a large vocabulary poster that identifies things found in a neighborhood. Give each group a different theme such as buildings in our neighborhood, outdoor places in our neighborhood, people in our neighborhood, and signs in our neighborhood. You may either provide images or have students draw the items. Help students write labels for each image and title their posters. Display the posters in your classroom.</p> <p>Lesson 10: Have students ask their parents about some of the symbols of their country or origin, especially its flag. Have students share these symbols with the class using actual objects or images. Remind students that the United States, like all countries, has symbols that are unique to it. Symbols help people feel pride in their country. Then, have students create a classroom placemat illustrated with the flags from each student's country of origin. You may wish to create a classroom handout with the different flags already outlined and ready to be colored. Remember to include the U.S. flag. When done, laminate the placemats and let students share their work at home.</p>
Special Needs Learners	<p>Lesson 9: Help students create neighborhood picture dictionary cards to identify things found in a neighborhood. You may either provide images or have students draw a park bench, basketball court, mailbox, stop sign, drinking fountain, park, playground, fire station, post office, police officer, neighbors, or any of the other people, places, or items mentioned during class activities. Provide one large index card for each image. Have students write, copy, or trace the letters to name each object. Students can later sort their cards by category (e.g., buildings, outdoor places, people).</p> <p>Lesson 10: Create another kind of visual representation to help clarify the concept that we live in many different places at the same time. Use a world map as a base and add layers of successively smaller maps or labeled circles. Thus, layer 1 would be the world; layer 2, our country (USA); layer 3, your state; and layer 4, your city. Even smaller layers can show your school within the city or even neighborhood, your class within the school, and a single student within the class.</p>

Learners with a 504	Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/
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Interdisciplinary Connections
<p>Indicators:</p> <p>Reading</p> <ul style="list-style-type: none">• NJSLSA.CI. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.• NJSLSA.IT. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.• L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.• RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)• RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- NJSLSA.IW. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

Speaking and Listening

- NJSLSA.PE. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.II. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.ES. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

D. Continue a conversation through multiple exchanges.

- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Vocabulary

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Core Idea: Brainstorming can create new, innovative ideas.

Core Idea: Individuals from different cultures may have different points of view and experiences.

Performance Expectation:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). •9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). •9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Performance Expectation:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Performance Expectation:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Unit Title: *Unit 4: Economics*

Unit Description:

Throughout this unit, students will learn about things people need and things people want and how to take care of the world.

Unit Duration: 9 Days

Desired Results

- The nature of history involves stories of the past preserved in a variety of sources.
- Physical and human characteristics affect where people live (settle).
- Understand the difference between needs and wants
- Predict how people can meet their needs in different environments

Indicators:

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Identify basic human needs of food, clothing, and shelter. • Explain the difference between needs and wants. • Explain various ways needs can be met in different places. • Identify prices of products and make economic decisions. • Name three ways to help save natural resources and take care of the world. • Identify and sort recyclable items into four categories. • Demonstrate how things can be reused. • Identify shopping choices that will help reduce waste. • Make an economic choice to spend or to save. 	<p>Essential Questions:</p> <p><i>Lesson 12:</i> <i>What do people need and want?</i></p> <p><i>Lesson 13:</i> <i>How can I take care of the world?</i></p>
Assessment Evidence	
<p>Performance Tasks: Vocabulary activities Interactive Journal assignments Activity participation Show What You Know Lesson Games</p>	<p>Other Evidence: Unit Assessment: Economics Lesson 12 & 13 Assessments</p>

Learning Plan

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 12: What People Need and Want</i>	Amendments/Advance Preparation
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Spending tokens on fruit (Journal pgs. 181- 183)	Project Interactive Journal, following slides for whole class lesson

Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 1 Cont.: Vocabulary Activity (Journal page 184)	Reference Vocabulary Toolkit for suggested activities. Journal page 184
Hands-On Activity	Day 2: Hands-On Activity—Going on a Shopping Trip (Journal pgs. 185- 187) Read sections 1-4	10 Chips per student Students work with a partner going on a shopping trip and picking out new things they need and want. Teacher projects the interactive journal, following the slides guiding students through selecting needs and wants.
Hands-On Activity	Day 3: Hands-On Activity—Learning the Difference Between Needs and Wants (Journal pgs. 188-193) Read sections 1-6	This activity is meant to be an experiential exercise in which students “discover” the consequences of their purchasing decisions. . Teacher projects the interactive journal, following the slides guiding discussion on need and wants.
Show What You Know	Day 4: Summary and Student Journal responses pgs. 194	After discussing summary as a whole class, students complete Journal page 194 independently. Use Interactive Journal, or can also be printed out or done on blank paper.
Social Studies Stories	Day 5: Reading Text: I Make Choices When I Shop	This reading activity is suggested. Consider reading the text during a read-aloud, before choice time, or another time during the day. Have children discuss why they paid the woman in the mall? Think about what choice they made at the store
Additional Resources		PBS Kids: Needs vs. Wants http://pbskids.org/itsmylife/money/managing/article 2.html Visit the PBS website, It's My World, to learn more about the differences between needs and wants.

These differences are explained with examples from two children, Nicole and Sierra.

Social Studies For Kids

http://www.socialstudiesforkids.com/articles/econo_mics/wantsandneeds1.htm

The site, Social Studies for Kids, clearly outlines the differences between a want and a need. The site then tests students' knowledge on the subject with a brief quiz.

Students will use student notebook page 6. Students will draw a picture of how your family meets their needs.

Students should label your picture.

Encourage students to share their work.

Optional Additional Reading Opportunities:

The following books, which can be read aloud to students, offer opportunities to extend the content in this lesson.

Oklahoma's Devastating May 2013 Tornado by Miriam Aronin. (New York NY: Bearport Publishing, 2015)

Natural disasters are events that clearly illustrate the difference between need and want in communities. After a disaster, residents are solely focused on needs, such as food, water, and shelter. This book discusses a tornado that forced many people in the town of Moore, Oklahoma, to put needs before wants.

My Favorite Thing (According to Alberta) by Emily Jenkins. Illustrated by Anna Laura Cantone. (New York: Atheneum Books for Young Readers, 2004)

Alberta has definite likes and dislikes—big dogs, no; small dogs, yes—that all form part of her identity. These different wants are what make children unique.

Bluffton: My Summers With Buster Keaton by Matt Phelan. (Somerville, MA: Candlewick Press, 2013) When a vaudeville troupe comes to a Michigan town in 1908 with young, slapstick actor Buster Keaton, a local boy

		named Henry quickly befriends him and each wants what the other has. Told from the perspective of Henry, this graphic novel illustrates how everybody has different wants.
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Lesson Title Elements	<i>Lesson 13: How Can I Take Care of the World?</i>	Amendments/Advance Preparation
Preview Activity (Suggested 10 Minutes before Choice Time)	Day 1: Preview Activity – Environmental Superhero and their superpowers (Journal pgs. 195-197)	Project Interactive Journal, following slides for whole class lesson This lesson is designed to give students a general introduction to the concepts of reducing trash, reusing or repurposing items, and recycling that which cannot be reused. Students can listen to songs and dance during Choice Time.
Vocabulary Activity (Suggested 10 Minutes before Choice Time)	Day 2: Vocabulary Activity (Journal page 198)	Reference Vocabulary Toolkit for suggested activities. Journal page 198
Hands On Activity	Day 3: Hands-On Activity—Rescuing Our World from Harm (Journal pgs. 199-204) Read sections 1-4	Activity Card A-D: Superheroes Teacher projects the interactive journal, following the slides guiding students through using their environmental superhero powers to find ways to protect Earth by reducing, reusing, & recycling the things they use everyday.

Show What You Know	Day 4: Summary and Student Journal responses pgs. 205- 206	After discussing summary as a whole class, students complete Journal page independently. Use Interactive Journal, or can also be printed out or done on blank paper.
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Unit Modifications for Special Population Students	
Advanced Learners	<p>Lesson 12: Have students create a storybook in which they show how a character of their choosing meets his or her needs.</p> <p>Challenge students to find additional images of people meeting their needs of food, clothing, or shelter. They could create a tri-fold poster, with each third of the poster containing a collage of one type of need. Alternatively, they could create "digital posters" by copying and pasting images into presentation slides.</p> <p>Lesson 13: Provide a five-column table with headings for the days of the week, Monday through Friday, and three rows labeled Recycle, Reuse, and Reduce. Ask students to keep track of how many times they or members of their families make an effort to decrease the amount of garbage during a one-week period. For example, if someone in the family recycles a can, the student can put a tally mark in the Recycle row for that day. If the family purchases a larger item and saves on packaging waste, the student can place a tally mark in the Reduce row. Ask students to explain to their families what they have learned through the activities in this lesson and to encourage family members to be environmentally responsible. The following</p>

	<p>week, have students bring in their tables and count their tally marks to identify the frequency with which they participated in these Earth-friendly activities. Students could also create bar graphs reflecting the number of times their family participated in recycling, reusing, and reducing during the week.</p>
Struggling Learners	<p>Lesson 12: Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class and make sure that students understand the main ideas of the section before moving on.</p> <p>Lesson 13: Conduct a pre-reading session before students read each section. For each numbered section, ask, What is the title of this section? What do you see in the image? Which subsection corresponds to the image? What do you already know about the heading topic? What do you want to know about this topic? Then have students read and complete the corresponding Activity Notes. Review the answers as a class. Repeat these steps as needed for each section.</p>

English Language Learners	<p>Lesson 12: Many different terms will be identified and discussed in the lesson. Create an illustrated word wall of the most used terms (such as <i>needs, wants, choices, food, clothing, shelter</i>). Include images to give students visual reinforcement of the terms. Add to the wall throughout the lesson.</p> <p>Have students ask their family members to describe the environment(s) in their home country and how people meet their needs and wants there. Mark each location on a world map. If possible, have students bring in copies of photos that can be added to the map. Or students could bring in physical items, like coats or hats, that their family members would use to meet their needs in their home country.</p> <p>Lesson 13: Prepare a handout with a 3 × 3 grid on a sheet of paper. Each cell of the grid should be large enough for students to write in. Have students create a lesson bingo card with terms from this lesson written randomly in the grid: <i>garbage, reduce, reuse, recycle, plastic, glass, paper, save, and spend</i>. Have students write the words by copying them from the board. Then play the game: Give each student a set of game tokens. Ask a volunteer to read the words aloud (oral production) while the others listen and check their game board (listening). When students hear a word on their board, they should cover it with a game token. When a student has covered a row, column, or diagonal of three words, she should say “Bingo!” Then start the game again with a new volunteer who reads the words aloud.</p>
Special Needs Learners	<p>Lesson 12: Provide sentence frames for presenters to use when pointing to the need in the picture or explaining how a need may be met. This will provide more structure and help learners be more comfortable during presenting. Sample sentence frames:</p> <ul style="list-style-type: none"> • The need of _____ is found here in this picture.. • The need of _____ in this picture is a _____. • The need of _____ can be met by _____. • I will meet the need of _____ by _____. <p>Lesson 13: Help students create a visual dictionary to illustrate the main concepts in this lesson, giving them a chance to practice writing and reading the words with visual representations alongside the text. For example, print the word <i>recycle</i> for students to trace or copy on a sheet of paper. Then, for a visual connection, have them glue down pictures of newspaper and junk</p>

	<p>mail or other recyclable objects. Consider providing additional copies of the pictures used on the wall display or look for other appropriate pictures in magazines or clip art. Have students repeat the process for the terms reuse and reduce.</p>
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Interdisciplinary Connections

Indicators:

Reading

- NJSLSA.MF. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.CI. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.IT. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (eg, who, what, where, when, why, how).

Writing

- NJSLSA.IW. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

Speaking and Listening

- NJSLSA.PE. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

E. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

F. Continue a conversation through multiple exchanges.

Vocabulary

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Integration of 21 Century Skills

Core Idea: External factors can influence the items that an individual wants or needs.	Performance Expectation: 9.1.2.FP.2: Differentiate between financial wants and needs. • 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Core Idea: Brainstorming can create new, innovative ideas.	Performance Expectation: 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Unit Title: *Unit 5: Celebrating Citizenship (Throughout the Year)*

Unit Description:

You will learn about different patriotic events that happen throughout the year, as well as recognize individuals that have made significant contributions to society.

Unit Duration: 1-2 days per month (~12 days) PLUS Weekly lessons in February and March honoring Black and Women in History

Desired Results

Standards:

- The nature of history involves stories of the past preserved in a variety of sources. • The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

Indicators:

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

Understandings:

Students will understand that...

- Identify American holidays and symbols.
- Explain the importance of diversity in America.
- Describe a good citizen

Essential Questions:

How can you be a good citizen all year long?

Learning Plan

Lesson Title Elements	<i>Celebrating Citizenship</i>	Amendments/Advance Preparation
		<p>This unit is meant to be taught alongside Units 1-4. Throughout the year, teach different topics.</p> <p>Additional resources and activities:</p> <p>January: Martin Luther King, Jr. Lesson 6 Social Studies Stories: “Dr. King Fights For Rights” (See Appendix for lessons and resources)</p> <p>February: Black History Month:</p>

		<p>(See Appendix for lessons and resources)</p> <p>March: Women’s History Month: (See Appendix for lessons and resources)</p> <p>May: Memorial Day (See Appendix for lessons and resources)</p> <p>June: Flag Day Lesson 1 Social Studies Stories: “The Story of Our Flag”</p> <p>July: Fourth of July Lesson 2 Social Studies Stories” “Our Country’s Birthday”</p> <p>September: Constitution Day (See Appendix for lessons and resources)</p> <p>November: Veteran’s Day, voting- How we choose our leaders, and Thanksgiving (See Appendix for lessons and resources)</p> <p>December: Diversity in America, Holidays</p>	

Interdisciplinary Connections

Indicators:**Reading**

- NJSLSA.MF. Synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.CI. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.IT. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

Writing

- NJSLSA.IW. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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- SL.PE.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.

Vocabulary

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Core Idea: Individuals from different cultures may have different points of view and experiences.

Performance Expectation:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Appendix A

Additional Social Studies Lessons

Inclusion of these activities and resources fulfills state mandates.

Constitution Day

Objective: Students will learn about the importance of Constitution Day, what the Constitution is and where and when it was created.

- Teachers can create their own "Classroom Constitution" with their students.
- Constitution Day book on Epic books: https://www.getepic.com/book/81702942/constitution-day?utm_source=t2t&utm_medium=link&utm_campaign=content&share=21100688611

Objective: Students will learn who a veteran is and when and why we celebrate Veteran's Day.

• Veteran's Day book on Epic: https://www.getepic.com/book/20069106/holidays-veterans-day?utm_source=t2t&utm_medium=link&utm_campaign=content&share=21100688611

Students colored flags and made cards for the veterans

- Scholastic Let's Find Out

Martin Luther King Jr. Day

Objective: Students will learn who Martin Luther King, Jr. is and when and why we celebrate MLK Day.

• Martin Luther King Jr. Book: Celebrating Martin Luther King Jr. Day: Dreaming of Change by Kupperstein, Joel

- Brain Pop Jr. (American History) and Scholastic Let's Find Out
- Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned: https://app.seesaw.me/pages/shared_activity?share_token=SVnNnjeDTeC04plx1jOeQw&prompt_id=prompt.1b182411-ba18-4f76-8b7f-f29d345f70b2
- Youtube link: https://www.getepic.com/book/20069106/holidays-veterans-day?utm_source=t2t&utm_medium=link&utm_campaign=content&share=21100688611
- You can perform an apple experiment! Take 2 apples, (one red & one green) Show and explain to the class how the apples are different on the outside but similar on the inside.

Presidents' Day

Objective: Students will learn who a president is and when and why we celebrate Presidents' Day. Students will also learn who the current president is, where they live, and how they became president. They can also learn that some presidents from the past are on our currency.

- Abraham Lincoln

o Abraham Lincoln book on Epic: https://www.getepic.com/book/50124989/abraham-lincoln?utm_source=t2t&utm_medium=link&utm_campaign=content&share=21100688611 o Brain Pop Jr. (American History) and Let's Find Out

- George Washington

o George Washington book on Epic: https://www.getepic.com/book/43299005/george-washington?utm_source=t2t&utm_medium=link&utm_campaign=content&share=21100688611

o Brain Pop Jr. (American History) and Let's Find Out

o Color in money with the corresponding president. Students can also draw/write what they learned about each president.

Black History Month (Fridays)

Objective: Students will learn all about the lives of each of the following individuals. They will read a book on Epic about them. They will then discuss what they have learned about each individual. • Mae Jemison

o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned :

https://app.seesaw.me/pages/shared_activity?share_token=W1KH9fvSFIPmDBE766Unw&prompt_id=prompt.3cc0e479-fd94-4084-829f-9a50d5ca5ca1

o Youtube link: [Mae Among The Stars w/ words, music & EFX - Mae Jamison Story - YouTube](#) •

Jackie Robsinson

o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned :

https://app.seesaw.me/pages/shared_activity?share_token=xQABqYFuSkCZN01uYIVYJw&prompt_id=prompt.252b371c-e9eb-4a93-830a-a13f6d96e83f

o Youtube link: [I am Jackie Robinson | Children's Books Read Aloud - YouTube](#) •

Ruby Bridges

o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned :

https://app.seesaw.me/pages/shared_activity?share_token=LcWRunt2Scy5m0flm4kdkg&prompt_id=prompt.5dc795a7-6e0d-4344-ac2d-f09a504b3d16

- George Washington Carver

o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned :

https://app.seesaw.me/pages/shared_activity?share_token=hGx98NNMSsWgxeci_IQCNQ&prompt_id=prompt.4e082822-f4f8-4d2e-9ee2-530d4c9984f6

o Youtube link:

https://app.seesaw.me/pages/shared_activity?share_token=hGx98NNMSsWgxeci_IQCNQ&prompt_id=prompt.4e082822-f4f8-4d2e-9ee2-530d4c9984f6

- Barack Obama

o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned :

https://app.seesaw.me/pages/shared_activity?share_token=e660CPx2RE2dQDrMfIGtGA&prompt_id=prompt.801efb22-2b1b-4e73-9bfb-e1a68a66fc36

o Youtube link to video: [Kid President meets the President of the United States of America - YouTube](#)

Women's History Month (Fridays)

Objective: Students will learn all about the lives of each of the following individuals. They will watch the read books on Epic about them. They will then discuss what they have learned about each individual. • Jane Goodall

o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned: https://app.seesaw.me/pages/shared_activity?share_token=OnG_hoKzSxu

[EnMmfYBFqQ&prompt_id=prompt.573d396d-2c71-4397-875f-a2cecdc67d4c](#)

o Youtube link: [Into the Forest with Jane Goodall! - YouTube](#)

- Rosie Revere

- o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned:

- https://app.seesaw.me/pages/shared_activity?share_token=84d5707KSta_u9cPxAcFHg&prompt_id=prompt.a073e690-4470-4e93-ae2b-cc778e348eef

- o Youtube link: [Rosie Revere, Engineer \(Read Aloud\) by Andrea Beaty | Storytime Science Technology - YouTube](#)

- Shark Lady- Eugenie Clark

- o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned:

- https://app.seesaw.me/pages/shared_activity?share_token=P0CY7B7QfCrSoZ0181gTw&prompt_id=prompt.e5d68886-7ef6-40b2-9037-4399dc16f78a

- o Youtube link: [Shark Lady: The Story of Eugenie Clark | sharks for kids | kids books - YouTube](#)

- Michelle Obama

- o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned:

- https://app.seesaw.me/pages/shared_activity?share_token=-6V4_iWASbyNPBjHPTrj5Q&prompt_id=prompt.a103c6a6-613a-449f-85a4-83cec74ef12e

- o Epic book: https://www.getepic.com/book/64010267/michelle-obama?utm_source=t2t&utm_medium=link&utm_campaign=content&share=2110068861

- 1 • Amelia Earhart

- o Book: Amelia Earhart (Little People, Big Dreams) by Sanchez Vega, Ma Isabel o Seesaw - Watch/listen to recording of book and draw/record what remembered for/learned:

- https://app.seesaw.me/pages/shared_activity?share_token=C3ZBri7QFS3yKrTjOQYpA&prompt_id=prompt.42b3b8ff-d261-4799-a58f-ffdf71cac85

- o Youtube link: [Story Time I am Amelia Earhart \(New with Pictures!\) | Brad Meltzer \(video.link\)](#)

Memorial Day

Objective: Students will learn when and why we celebrate Memorial Day.

- Book: F is for Flag by Lewison, Wendy Cheyette

- Memorial Day book on Epic: https://www.getepic.com/book/54588987/celebrating-holidays-memorial-day?utm_source=t2t&utm_medium=link&utm_campaign=content&share=21100688611

Appendix B

Social Studies Supplemental Resource Books (Kindergarten)

Title of book Author

Lesson 2

Me and My Family Tree Joan Sweeney

Families Shelly Rotner & Sheila M. Kelly One Family George Shannon Families are Different Nina Pellegrini

Lesson 4

Rules & Laws Ann-Marie Kishel **Lesson 7**

This Is My Town Lisa Bullard

Lola at the Library Anna McQuinn

Lesson 8 & 10

Now and Ben Gene Barretta

L is for Liberty Wendy Cheyette F is for Flag Wendy Cheyette **Lesson 9**

School In Many Cultures Heather Adamson Homes In Many Cultures Heather

Adamson Birthdays In Many Cultures Martha Rustad

Transportation In Many Cultures Martha Rustad

MLK Day (January)

Celebrating Martin Luther King, Jr. Day Joel Kupperstein

Dreaming of Change

Women's History Month (March)

Amelia Earhart (Little People, Big Dreams) Ma Isabel Sanchez Vegara