

Social Studies
Grade Level: Kindergarten

Unit 1 - Who Am I?

Dates: September - October

Time Frame: 6 - 8 weeks

Overview

Students learn they are unique because of their gender, ethnicity and culture. Students have abilities and needs that may differ or be similar to their peers. Students will explore being responsible and the importance of getting along with others. They will discuss their role in their family and how they are alike/different from peers. Students should gain a deeper understanding and global perspective of various cultures and be able to describe similarities and differences among children and families around the world.

Enduring Understandings

- Each person is unique and important
- We are shaped by our family, our decisions, our culture and the world around us
- People have needs and wants
- Families are unique and special

Skill and Knowledge Objectives

SWBAT:

- Examine and reflect on their unique identities.
- Describe characteristics that make each individual unique (physical traits, likes, dislikes, feelings, and accomplishments).
- Demonstrate an understanding that people (including children) have needs and wants.
- Recognize that each individual is part of a unique family unit that depends upon each other and works and plays together.
- Recognize their role as a member of their family/ classroom community and demonstrate an awareness that their behavior impacts others
- Develop and model character traits including responsibility, fairness, empathy, etc.
- Demonstrate respect with regard to their own personal belongings as well as others
- Develop a global perspective of various cultures and describe similarities and differences among children and families around the world.

Assessments

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *friend, family, respect, rules laws. allowance*

Formative Assessment:

- Student participation
- Teacher observation of student discussion during reading
- Whiteboard activities

Self-Reflection/Self-Assessment:

- Exit cards
- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- All about me self portrait (Beg, Mid, End of year)
- Observational checklist

Resources

- *The Colors of Us* by Karen Katz
- Social Studies Alive
- *Me and My Family Tree* by Joan Sweeney
- *The Crayon Box That Talked*, Author unknown
- *I Like Me* by Nancy Carl
- *The Name Jar* by Yangsook Choi
- *Chrysanthemum* by Kevin Henkes
- *How Full is Your Bucket?* By Tom Rath
- *Bullies Never Win* by Margery Cuyler
- *King of the Playground* by Phyllis Reynolds Naylor
- *Stand Tall Mary Lou Melon* by Patty Lovell
- *Families Around the World* by Margriet Ruurs
- *Throw Your Tooth on the Roof* by Selby Beeler
- *A House is a House For Me* by Mary Ann Hoberman

Standards**NJ Social Studies Learning Standards:**

- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives
- 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

NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1, 9.2, 9.4: Financial Literacy, 21st Century Life Literacies, Key Skills and Careers Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.

Unit 1 - Who Am I

<p>Lesson 1: What makes me special? Materials: The Colors of Us, Karen Katz Lesson 1 I Am Special Poem (Lesson 1: ACTIVITY) Activities: -Read aloud mentor text -S examine their physical characteristics using mirrors. -Draw and Illustrate Self Portraits</p>	<p>Lesson 2: Exploring Sense of Self Materials: My Family Tree, Joan Sweeney Activities: -Read aloud mentor text -Lesson 3 Schoolwide, My Place in the World -Play Game: "Stand if You" i.e. Stand if you have a brother. -Discuss different roles relatives fill. (sister, brother, son, daughter, niece/nephew, kindergartener).</p>	<p>Lesson 3: I Like Me Materials:The Crayon Box That Talked, unknown I Like Me, Nancy Carl Activities: -Read aloud mentor text -Discuss how children are alike and different. (TCI, Lesson 1 slides 18 - 24) -S identify characteristics they like about themselves. - "All About Me" projects - Create a class book -Complete: Who Am I? book (TCI slide 42).</p>	<p>Lesson 4: I Have a Special Name Materials:The Name Jar, Yangsook Choi Activities: -Read aloud mentor text -Discuss respect. -Create name word wall in the classroom. -S decorate name tags</p>	<p>Lesson 5: Friendship Materials: Chrysanthemum, Kevin Henkes Activities: -Distribute paper hearts During read aloud wrinkle the heart when something mean is said to Chrysanthemum. -S unfold hearts and try to get the wrinkles out. -S learn that when they say mean things they don't go away.</p>
<p>Lesson 6: What is Citizenship and student's role in the classroom. Materials:How Full is Your Bucket? By Tom Rath Social Studies Alive, lesson 3 slides 9 - 25, 49 Activities: -Discuss citizenship -S' roles in the classroom. TCI lesson 3 slides 9 - 25, choice situations -Optional finger puppet activity 29</p>	<p>Lesson 7: What are rules? Why do we need to follow them? Materials:<i>Bullies Never Win</i> by Margery Cuyler Social Studies Alive Lesson 3, slides 50-61 Optional Activity: Read <i>Bullies Never Win</i> by Margery Cuyler Activities: -Create and sign a class pledge to be respectful and kind to others.</p>	<p>Lesson 8: How can I be a good friend/citizen in the classroom? Materials:King of the Playground by Phyllis Reynolds Naylor -Stand Tall Mary Lou Melon by Patty Lovell -Social Studies Alive Lesson 4, slides 46-52 Activities: -Read aloud about friendship. -S share ways they are helpers at home -S explore allowances -Brainstorm ways they are helpful at school -Create Kindness</p>	<p>Lesson 9:How do I make friends? Materials:Social Studies Alive Lesson 4, slides 1-45 Activities: -S will offer ideas for making friends with a newcomer. -S define friend -Skill Builder activities, TCI, lesson 4, slides 1-45 -S learn four skills for making new friends.</p>	<p>Lesson 10: It's All About Family Materials:Me and My Family Tree, by Jane Sweeney Schoolwide, My Place in the World, Lesson 3 Activities: -S discover how their relatives are connected to each other and their special place in family. -TCI, Chapter 2 - ACTIVITY -Draw my family -How families show they care -Sing Every Family is Special song</p>

		Garden, TCI - Lesson 4, slides 46-52		
<p>Lesson 11: Families change Materials: Fred Stays With Me by Nancy Coffelt Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce Activities: -Read mentor text -Discuss changes affecting families – divorce, remarriage, death, etc. - S make a collage to show people in families. TCI - Slides 18 - 24</p>	<p>Lesson 12: Families around the World Materials: TCI - Lesson 9, slides 23-55 Families Around the World by Margriet Ruurs Throw Your Tooth on the Roof by Selby Beeler. A House is a House For Me by Mary Ann Hoberman Activities: -Discuss families around the world -TCI Lesson 9, slides 23-55</p>	<p>Lesson 13: Family portraits Materials: TCI Lesson 2, slides 1-14 Activities: TCI - Lesson 2, slides 1-14 -Song - Every Family is Special slide 16</p>	<p>Lesson 14: I am special Materials: TCI - Lesson 1, slide 16 Activities: -TCI Lesson 1, slide 16 - Trace body & decorate with various materials (crayons, markers, glitter, construction paper, etc)</p>	

Differentiate Instruction, depending on individual student need (IEP, MLL/ELL; At-Risk; Gifted) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"

- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student need (504) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker

- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work in a different setting
- Sit where they learns best
- Take a test in small group
- Use sensory tools
- Use noise buffers

Timing Accommodations

- Take more time to complete a task/
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take sections of a test in a different order

Organization Skills Accommodations

- Mark with a highlighter

Assignment Modifications

- Answer fewer or different questions
- Create alternate assignments

Curriculum Modifications

- Learn different material

**Social Studies
Kindergarten**

Unit 2 - My Community

Dates: November - December

Time Frame: Ongoing

Overview

In this unit, students will explore the various types of communities (classroom, school, neighborhood, town, etc). They will build an understanding of their position and responsibility as a member of their community. Students will identify community helpers and the role they play as members of society. Students will decide what makes a safe and happy classroom and practice rules throughout the year. By the end of the unit, students should have a deeper understanding of the types of communities, that everyone is part of a community, and the important role and responsibility we all play in each type of community.

Enduring Understandings

- People need other people.
- Community workers help and protect us.
- Communities are similar and different around the world.
- Children have a role in the community.
- Rules and procedures keep us safe.

Skill and Knowledge Objectives

SWBAT:

- Recognize that community helpers are special people who help and protect us:
- Learn what the following helpers do: Policemen, firemen, doctor, nurse, carpenter, plumber, electrician, pilot, postal carrier, grocer, baker, librarian, etc (as appropriate for your child's age and maturity.)
- Name and locate their city/state/country/continent
- Recall their address & phone number
- Demonstrate an awareness of safety rules
- Recognize the importance of recycling
- Compare and contrast different communities/neighborhoods

Assessments

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *friend, family, respect, rules laws. allowance*

Formative Assessment:

- Student participation
- Teacher observation of student discussion during reading
- Whiteboard activities

Self-Reflection/Self-Assessment:

- Exit cards
- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- All about me self portrait (Beg, Mid, End of year)

Resource

- Social Studies Alive
- *This is The Way we Go to School* by Laine Falk
- *School Bus* by Donald Crews
- *A Day in the Life of a Principal* by
- *A Day in the Life of a Librarian* by Judy Monroe
- *Community Helpers at School* by Mari Schuh
- *Community Helpers from A to Z* by Bobbie Kalman
- *Be My Neighbor* by Maya Ajmera & John D. Ivanko
- *Whose Hat is This* by Sheila Katz Cooper
- *A Day in the Life of a Police Officer* by Heather Adamson
- *A Day in the Life of a Firefighter* by Heather Adamson
- *A Day in the Life of a Doctor* by Heather Adamson
- *Delivering the Mail* by Ann Owen
- *A Day in the Life of a Farmer* by Heather Adamson
- *The Lorax* by Dr. Seuss
- *How My Family Lives in America* by Susan Kuklin

Standards

NJ Social Studies Learning Standards:

- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places)
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally)
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1, 9.2, 9.4: Financial Literacy, 21st Century Life Literacies, Key Skills and Careers Standards:

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.

Unit 2 My Community				
<p>Lesson 1: Going to School Materials: <i>This is The Way We Go to School</i> by Laine Falk <i>School Bus</i> by Donald Crews Activities: -Discuss and chart different ways to go to school. -Transportation Song https://www.youtube.com/watch?v=Ut-H1auKzDw</p>	<p>Lesson 2: School Helpers Materials: <i>A Day in the Life of a Principal</i> <i>A Day in the Life of a Librarian</i> by Judy Monroe; <i>Community Helpers at School</i> by Mari Schuh; <i>Community Helpers from A to Z</i> by Bobbie Kalman Activities: -Examine school helpers/jobs and their roles (principal, VP,, nurse, lunch aides, etc.) -Discuss careers -Visit each on tour of school. -Discuss own role in school community and -Develop classroom rules.</p>	<p>Lesson 3: Be my Neighbor Materials: <i>Be My Neighbor</i> by Maya Ajmera & John D. Ivanko Activities: -Read aloud -Discuss what it means to be a good neighbor/citizen in the community</p>	<p>Lesson 4:Community Helpers/Careers Materials: <i>Whose Hat is This</i> by Sheila Katz Cooper; <i>A Day in the Life of a Police Officer</i> by Heather Adamson; <i>A Day in the Life of a Doctor</i> by Heather Adamson; <i>A Day in the Life of a Firefighter</i> by Heather Adamson Activities: -KWL – careers -Read <i>Whose Hat is This?</i> & ID how each hat belongs to someone -S explore books about community helpers & ID as many as they can -S select helper they like to be</p>	<p>Lesson 5: People Need Each Other Materials: TCI Chapter 6 Activities: -Discuss Needs vs. Wants. Why do people need each other? How can we help others? -TCI, Chapter 6, pages 9-16 -Play helper game -<i>I Can Be a Good Helper</i> song. TCI Chapter 6, page 18</p>
Lesson 6: Firefighter	Lesson 7: Police Officer	Lesson 8: Doctor	Lesson 9: Mail Carriers	Lesson 10: Farmers

<p>Materials: <i>A Day in the Life of a Firefighter</i> by Heather Adamson</p> <p>Activities: -Read aloud -Discuss fire safety & why we need firefighters -If possible, arrange a visit to or from fire dept -Use vocab for F sound: fire truck, firefighter, fire hat</p>	<p>Materials: <i>A Day in the Life of a Police Officer</i> by Heather Adamson</p> <p>Activities: -Read aloud -Discuss s safety and why we need Police Officers. -Invite a police officer in for Q & A</p>	<p>Materials: <i>A Day in the Life of a Doctor</i> by Heather Adamson</p> <p>Activities: -Read aloud -Discuss: why do we need doctors? -Write 2 or more facts about doctors.</p>	<p>Materials: <i>Delivering the Mail</i> by Ann Owen</p> <p>Activities: -Read aloud -Students learn to write own addresses. -Write/draw a friendly letter or picture and mail it.</p>	<p>Materials: <i>A Day in the Life of a Farmer</i> by Heather Adamson</p> <p>Activities: -Read aloud -How do farmers help us? -Create a class graph of students favorite farm animal</p>
<p>Lesson 11: Reduce, Reuse, Recycle</p> <p>Materials: <i>The Lorax</i> by Dr. Seuss Social Studies Alive Chapter 10</p> <p>Activities: -Read aloud -Create a class pledge to take care of the Bedminster community -Social Studies Alive Chapter 10</p>	<p>Lesson 12: My Neighborhood</p> <p>Materials: Social Studies Alive, Chapter 7</p> <p>Activities: -What are the physical characteristics of my neighborhood? -Song - My Neighborhood</p>	<p>Lesson 13: My Neighborhood</p> <p>Materials: Social Studies Alive, Chapter 7</p> <p>Activities: -What are the physical characteristics of my neighborhood? -Song - My Neighborhood</p>	<p>Lesson 14-15: Who are the other citizens in my neighborhood? (2 days)</p> <p>Materials: <i>How My Family Lives in America</i> by Susan Kuklin, Social Studies Alive Ch. 6</p> <p>Activities: -Read aloud -S use maps & images to learn that they live in a city, a state, a country, and the world -S order communities they live in from smallest to largest & label Bedminster on a map</p>	

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
 - Use alternate texts at lower readability level
 - Work with fewer items per page or line and/or materials in a larger print size
 - Use magnification device, screen reader, or Braille / Nemeth Code
 - Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes

- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student need (504) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work in a different setting
- Sit where they learns best
- Take a test in small group
- Use sensory tools
- Use noise buffers

Timing Accommodations

- Take more time to complete a task/
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take sections of a test in a different order

Organization Skills Accommodations

- Mark with a highlighter

Assignment Modifications

- Answer fewer or different questions
- Create alternate assignments

Curriculum Modifications

- Learn different material

**Social Studies
Kindergarten**

Unit 3 - Celebrations, Cultures and a Handful of Thanks

September - June

Time Frame: Ongoing

Overview

In this unit, students will learn about various holidays, traditions, and cultural celebrations that occur throughout the year. The unit begins with an introduction to holidays and traditions and using the classroom calendar to identify celebrations each month. By the end of the unit, students will have explored various holidays and traditions, gain a historical understanding of them, and compare and contrast different celebrations. The students will explore Thanksgiving, exploring the differences and similarities between the first Thanksgiving and present day Thanksgiving. The student will also learn who was at the first Thanksgiving and why. They will explore facts about Pilgrims and Native Americans.

Enduring Understandings

- People throughout the world value particular customs and traditions by celebrating holidays during specific times of the year
- Discuss and classify types of celebrations.
- Relate celebrations to own personal experiences. Describe the ways in which certain celebrations are honored.
- Make connections between where and why various holidays are celebrated.
- Acquire a historical understanding of various celebrations.

Skill and Knowledge Objectives

SWBAT:

- Describe holidays and celebrations of our country
- Discuss and classify types of celebrations.
- Relate celebrations to own personal experiences.
- Describe the ways in which certain celebrations are honored.
- Make connections between where and why various holidays are celebrated.
- Acquire a historical understanding of various celebrations.
- Explore other cultural groups' holidays and traditions.
- Organize key ideas and explaining them to others.
- Students retell and summarize shared text passages in order to demonstrate an understanding.

Assessments

Pre-Assessment:

- Family celebrations, Frontload Vocab (Words to Know): fortune, Thanksgiving, pilgrim, Mayflower, Native American

Formative Assessment:

- Read-Aloud Turn & Talk, Discussions
- KWLs
- Writing/Drawing Samples
- Student participation
- Teacher observation of student discussion during reading

Self-Reflection/Self-Assessment:

- Thumbs Up/Thumbs Down
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Thanksgiving presentation

Resources

- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow
- *Johnny Appleseed* by Gail Gibbons
- *Veterans: Heroes in Our Neighborhood* by Valerie Pfundstein
- *Young Christopher Columbus* by Eric Carpenter
- *If You Sailed on the Mayflower in 1620* by Ann McGovern
- *The Pilgrims First Thanksgiving* by Ann McGovern
- *Samuel Eaton's Day* by Kate Waters
- *Sarah Morton's Day* by Kate Waters
- *Tapenum's Day* by Kate Waters
- *A Busy Year* by Leo Lionni

- *A Picture Book of Martin Luther King Jr.* by David A. Adler
- *Abe Lincoln's Hat* by Martha Brenner
- *The Wall* by Eve Bunting
- *Schoolwide Nonfiction Reading Unit*
- Social Studies Alive Chapter 11
- *Tapenum's Day* by Kate Waters
- *K is for Kwanzaa* by Juwanda G Ford
- *Kevin's Kwanzaa* by Lisa Bullard
- *The Night before Hanukkah* by Amy Wummer
- *National Geographic Kids Celebrate Hanukkah*
- *The Polar Express* by Chris Van Allsburg
- *Chelsea's Chinese New Year* by Lisa Bullard

Standards

NJ Social Studies Learning Standards:

- 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.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays)
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1, 9.2, 9.4: Financial Literacy, 21st Century Life Literacies, Key Skills and Careers Standards:

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet

Unit 3 - Celebrations, Cultures and a Handful of Thanks

<p>Lesson 1: Celebrate Constitution Day September 17th: Materials: We the Kids: The Preamble to the Constitution of the United States by David Catrow Activities: -Make a patriotic headband https://kindercraze.com/wp-content/uploads/2016/09/Patriotic-Headband-Craftivity.pdf Optional Activity Constitution Day Poem <small>from page 103</small> Constitution Day, hooray! The USA has rules. Long ago written by men With a feather pen. Constitution Day, hooray! The USA has rules. The words are still true today, In the good 'ol USA!</p>	<p>Lesson 2: Johnny Applesseed Day, September 26 Materials: Johnny Applesseed by Gail Gibbons Activities: -Read Aloud Play Apple Alphabet memory game</p>	<p>Lesson 3: Columbus Day October 12th Materials: Young Christopher Columbus by Eric Carpenter Activities: -Read aloud. Create Santa Maria ship using hand cut out</p> 	<p>Lesson 4: Election Day Materials: Duck for President by Doreen Cronin Activities: -Read aloud, discuss what makes a good president/ leader</p>	<p>Lesson 5: Veteran's Day, November 11th Materials: Veterans: Heroes in Our Neighborhood by Valerie Pfundstein Activities: -November 11: Celebrate Veteran's Day -Discuss "What is a veteran?" -How have they helped us?</p>
<p>Lesson 6: The First Thanksgiving Materials: If You Sailed on the Mayflower in 1620 by Ann McGovern Activities: -Create KWL chart about the Mayflower -Read aloud text -addto chart -S stand close, demonstrate crowded conditions -S rock back & forth simulate life ship -Comp Lab -Kidspiration -make web- things to bring on the Mayflower</p>	<p>Lesson 7: A Day in the Life of a Pilgrim Boy/Girl Materials: Sarah Morton's Day by Kate Waters Schoolwide NF Reading Unit Minilessson 7 Activities: -Minilessson 7 with Sarah Morton's Day as the mentor text -Make a list of things learned about life as a pilgrim girl. -Learn about our specific topic for show Handful of Thanks</p>	<p>Lesson 8: A Day in the Life of a Pilgrim Boy/Girl Materials: Schoolwide NF Reading Unit Lesson 7 Activities --Class chart - What it was like to be a Pilgrim boy/girl. -Show & Tell - What would you bring on the Mayflower? -What could you bring that you could trade?</p>	<p>Lesson 9: A Day in the Life of a Native American Materials: Tapanum's Day by Kate Waters Schoolwide NF Reading Unit Minilessson 3 Activities: -Class chart of things we learned -Learn about our specific topic for Handful of Thanks show.</p>	<p>Lesson 10: The First Thanksgiving Materials: If You Were At The First Thanksgiving by Anne Kamma Schoolwide NF lesson 3 Activities: -Begin making a class chart – things we know about the first Thanksgiving - Draw/write - S create steps to catch a turkey</p>
<p>Lesson 11: Thanksgiving Stories Materials: If You Sailed on the Mayflower in 1620 by Ann McGovern The Pilgrims First Thanksgiving by Ann McGovern Samuel Eaton's Day by Kate Waters Sarah Morton's Day by Kate Waters Tapanum's Day by Kate Waters Activities: -Continue reading stories about the First Thanksgiving and adding to the class chart</p>	<p>Lesson 12: Diwali Materials: Diwali books Activities: - Read aloud Diwali book. - Ss color in mandala by sight word.</p>	<p>Lesson 13: Thanksgiving at Home Materials: Tapanum's Day by Kate Waters Activities: -Read Thanksgiving story and discuss how we celebrate Thanksgiving at our houses now. -Discuss the similarities and differences</p>	<p>Lesson 14: Kwanzaa, Materials: K is for Kwanzaa by Juwanda G Ford Kevin's Kwanzaa by Lisa Bullard Activities: Read aloud -Create a Kwanzaa placemat. (See placard 34 for image)</p>	<p>Lesson 15: Hanukkah Materials: <i>The Night before Hanukkah</i> by Amy Wummer <i>National Geographic Kids Celebrate Hanukkah</i> Activities: Read aloud -Discuss -NS make a handprint menorah</p>

<p>Lesson 16: Christmas Materials: The Polar Express by C. Van Allsburg Activities: Read aloud -Sequence actions in story -Discuss wants vs needs -S sort wants vs needs</p>	<p>Lesson 17: New Year's Day, January 1st (2 DAYS) Materials: <i>A Busy Year</i> by Leo Lionni, <i>Squirrel's New Year's Resolution</i> Activities: DAY 1: -Read aloud <i>A Busy Year</i>. -sequence months of the year on construction paper DAY 2: -Read aloud <i>Squirrel's New Year's Resolution</i> - Talk about and make resolutions.</p>	<p>Lesson 18: Martin Luther King Materials: A Picture Book of Martin Luther King Jr. by David A. Adler Activities: S share their dream for making our world a better place -S identify inside and outside characteristics of MLK</p>	<p>Lesson 19: Chinese New Year Materials: <i>Chelsea's Chinese New Year</i> by Lisa Bullard Activities: Jan/Feb Share Lion Dancer, S should color Chinese symbol fu for good fortune  OPTIONAL ACTIVITY: Create dragon masks and have a parade in the hallway.</p>	<p>Lesson 20: President's Day Materials: http://www.thecurriculumcorner.com/thekindercorner/wp-content/pdf/holiday/presidentsdaybooklet.pdf Activities: -Begin President's Day booklet</p>
<p>Lesson 21: Lincoln's Birthday February 12th Materials: Abe Lincoln's Hat by Martha Brenner Activities: -On chart paper, help S identify the problem and the solution in the story. -Have S write about it in their journals.</p>	<p>Lesson 22 February 22nd: Washington's Birthday Materials: President's Day booklet Activities: Complete President's Day booklet</p>	<p>Lesson 22 March 17: St. Patrick's Day Materials: https://www.education.com/download-pdf/activity/9755 Activities: -S share what they would do if they found a pot of gold - make Rainbow Pot of Gold -Create leprechaun traps with partner class.</p>	<p>Lesson 23: April 22nd: Earth Day (multiple days) Materials: TCI - Lesson guide Chapter 11 Kids for the Earth by Melvin Berger Activities: Read Aloud TCI - Chapter 11</p>	<p>Lesson 22: May: Memorial Day Materials: The Wall by Eve Bunting Activities: -Read aloud -Student write/draw letters to veterans/troops.</p>

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by: Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English

- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small-group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
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Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
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Organization Skills Accommodations

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Assignment Modifications

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- Create alternate assignments

Curriculum Modifications

- Learn different material

**Social Studies
Kindergarten**

Unit 4 - Geography and the Environment

Dates: April - June

Time Frame: 12 weeks

Overview

In this unit, students will gain basic geographical knowledge. They will acquire an understanding of their social responsibility to care for our earth. Students will explore each and talk about the similarities and differences between maps and globes. Students will share how they can preserve and protect our earth.

Enduring Understandings

- It is important to care for the environment by reducing, reusing, and recycling.
- The personal choices we make today will affect future generations.
- I am a unique part of my home, school, town, state and country.
- I understand that geography helps me understand my relationship to the world.

Skill and Knowledge Objectives

SWBAT:

- Identify an ocean and continent
- Locate places using relative terms.
- Identify how people depend on the environment.
- Develop habits that reduce, reuse and recycle.
- Define reduce, reuse and recycle concepts
- Define a globe as a model of the earth
- Identify Earth as our planet
- Identify maps as special drawings of real places
- Demonstrate understanding of the spatial concepts of location, distance and direction, including: Location of school, home, neighborhood, community, state and country.
- Relative location of the community and places within it.
- Develop awareness of how physical environment affects people's perspectives, behaviors and values.

Assessments

Pre-Assessment:

- Frontload Vocabulary (Words to Know): globe, map, symbols, recycle

Formative Assessment:

- Read-Aloud Turn & Talk, Discussions
- KWLs
- Writing/Drawing Samples, map designs,
- Teacher observation of student discussion during reading

Self-Reflection/Self-Assessment:

- Thumbs Up/Thumbs Down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- With assistance, students label each symbol in the legend.
- Students independently create a town map using symbols

Resources

Why Should I Recycle by Susan Meredith
Why Should I Save Water by Jen Green
Why Should I turn off the Lights by MJ Knight
The Lorax by Dr. Seuss
Michael Recycle by Ellie Bethel
Where Does the Garbage Go by Paul Showers
Big Book of Maps by National Geographic
There's a Map on My Lap by Tish Rabe
My Global Address by Tamara Nunn
Me on the Map by Joan Sweeney
Where Do I Live by Neil Chesnow
Follow That Map by Scot Ritchie
Why Should I Recycle by Jen Green
Reduce Reuse Recycle by Melvin Berger
 Starfall.com
 Google Earth
 Social Studies Alive, Chapter 8 and Chapter 11

Standards

NJ Social Studies Learning Standards:

- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed

about an environmental issue and identify possible solutions.

- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

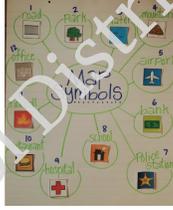
NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1, 9.2, 9.4: Financial Literacy, 21st Century Life Literacies, Key Skills and Careers Standards:

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet

Kindergarten Unit A Geography and the Environment				
<p>Lesson 1: What is a globe? What is a map? Materials: Big Book of Maps by National Geographic; other maps and globes around classroom Social Studies Alive, Chapter 8 Activities: -What is a map? -Museum walk around classroom to look at maps; -Discuss what a map and globe are and why they are used</p>	<p>Lesson 2: (Lesson 1 continued) Materials: There's a Map on My Lap by Tish Rabe Social Studies Alive, Chapter 8 Activities: -Students can be grouped and discuss similarities and differences between globes and maps. Share observations.</p>	<p>Lesson 3: Identify land and water on the map and globe Materials: My Global Address by Tamara Nunn Social Studies Alive, Chapter 8 Activities: -Continue to explore the globe and maps</p>	<p>Lesson 4: Identify oceans and continents and locate on map Materials: Me on the Map by Joan Sweeney Social Studies Alive, Chapter 8 Activities: -Complete map activities -Map of my room -Map of my house -Map of New Jersey Locate Bedminster (will take several days) -Create a booklet (print and copy the TCi Chapter 8 Interactive Student Notebook pages for each student)</p>	<p>Lesson 5: Locate US and NJ on map Materials: Where Do I Live by Neil Chesnow Social Studies Alive, Chapter 8 Activities: -Continue to explore the maps using Chapter 8 from TCI.</p>

<p>Lesson 6: Locating Bedminster Materials: Google Earth Follow That Map by Scot Ritchie Social Studies Alive, Chapter 8 Activities: Locate Bedminster (Google Earth) -Complete Me on the Map Booklet (will take several days) -Social Studies Alive, Chapter 8, Song, Where Do I Live</p>	<p>Lesson 7: Locating My House Materials: Social Studies Alive Chapter 8, page 13 Teacher provides students' street address Google Earth Me on the Map by Joan Sweeney Activities: -Social Studies Alive chapter 8, page 13 -Locate street and house number on Google Earth -Complete Me on the Map Booklet (will take several days) Where Do I Live song</p>	<p>Lesson 8: Directional Words Materials: Label classroom N,E,S,W Social Studies Alive, Chapter 8 Activities: -Introduce directional words on the map (N, S, E, W; above, below, right, left, etc.) -Label the classroom with large NESW signs -Play "Directional Simon Says" with NESW (Example, simon says take 2 baby steps North) - GoNoodle: Never Eat Soggy Waffles: https://app.gonoodle.com/activities/never-eat-soggy-waffles?s=Discover&t=Primary%20Featured</p>	<p>Lesson 9: What a Map Tells us Materials: Map outline Activities: -Students create large map together, -Each student is given a landmark (ex: house, school, firehouse, etc.) -Students place pictures on the map in locations that make sense Suggestion, activeboard file, hall bulletin board</p>	<p>Lesson 10: Symbols on Maps Activities: -Crete Anchor Chart of symbols on maps Based on previous day's lesson -Students independently create a town map using symbols *Assessment</p> 
<p>Lesson 11: Taking Care of the Earth Materials: The Lorax, by Dr.Seuss Social Studies Alive Chapter 11 Activities: -Why do I need to care for the earth? - Share The Lorax by Dr. Seuss Students -Create "I love the Earth" Headband</p> 	<p>Lesson 12: Taking care of the Earth, continued Materials: The Lorax, by Dr.Seuss Social Studies Alive Chapter 11 Activities: -Review read aloud -Students create "I give a hoot how to share how they care for the earth"</p> 	<p>Lesson 13: Why recycle? Materials: Why Should I Recycle by Jen Green Social Studies Alive Chapter 11 Starfall.com Activities: -What impact does recycling have on our environment, and budgets? -Complete Starfall.com Earth Day garbage so</p>	<p>Lesson 14: Taking Care of the Earth Materials: Where Does the Garbage Go? By Paul Showers Activities: -Read aloud -Students create a whole class flow chart on where the garbage goes.</p>	<p>Lesson 15: Reduce, Reuse, Recycle Materials: Reduce Reuse Recycle by Melvin Berger Activities: -Students collect plastic bottles to plant flowers in. -Discuss: How does recycling help us save money</p>

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