

# Social Studies Grade K

## **Unit Title:** Unit 1 Module A - Living Together: This Is Home

**Overview:** This unit of study focuses on living together and the value of home. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

## **Stage 1: Desired Results**

### **Standards & Indicators:**

#### **NJSLS Social Studies**

- **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.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.CivicsPI.3** - Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4** - Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **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.CivicsDP.2** - Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.Geo.SV.1** - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.2** - Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- **6.1.2.Geo.SV.3** - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4** - Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

#### **NJSLS ELA Reading**

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).

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- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### **NJSLS Reading Foundational Skills**

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### **NJSLS ELA Writing**

- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

### **NJSLS ELA Speaking and Listening**

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **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.

### **NJSLS Social Studies Skills Table -**

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

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Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### NJSLs Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.4.2.CI.1</b>	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
<b>9.4.2.CT.3</b>	Use a variety of types of thinking to solve problems.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

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<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>Rules for all to live by are a result of the actions of government, organizations, and individuals.</li> <li>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</li> <li>Certain character traits can help individuals become productive members of their community.</li> <li>Learners understand that home is an important concept to all living things.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>Readers understand that there is a relationship between illustrations and words.</li> <li>Writers understand that pictures and words about events help tell a story.</li> <li>Learners understand that home is an important concept to all living things.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>How do human interactions and societal rules impact the community?</li> <li>Why are some locations more suited for settlement than others?</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>How do readers use both words and illustrations to understand stories?</li> <li>How do writers use both illustrations and words about events to tell a story?</li> </ul>
<p><b><u>Content:</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li><i>Where is Home, Little Pip?</i> by Karma Wilson - A story that tells about Pip's search for her home after she becomes lost.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li><i>Where is Home, Little Pip?</i> by Karma Wilson - A story that tells about Pip's search for her home after she becomes lost.</li> <li><i>A House for Hermit Crab</i> by Eric Carle - One purpose of the text is to tell the main story of Hermit Crab making his house a home. The other purpose is to</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>Landforms</li> <li>Climate and Weather</li> <li>Environment</li> <li>Cultural Perspectives</li> <li>Home and Community</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>Author and Illustrator Roles</li> <li>Characters, Setting, Events</li> <li>Key Details</li> <li>Relate Pictures and Words</li> <li>Word Meanings</li> <li>Retell a Story</li> <li>Types of Texts</li> <li>Events in Order</li> <li>Shades of Meaning</li> <li>Compare and Contrast</li> </ul>

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<p>describe the relationships he cultivates along the way.</p> <ul style="list-style-type: none"> <li>• Readers will use both words and illustrations to retell stories.</li> <li>• Writers will write a short narrative that includes a drawing and one event.</li> <li>• Learners will recognize the importance of home to all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Write Describing Words</li> <li>• Write Vivid Words and Details</li> <li>• Draw and Write Details</li> <li>• Draw and Put in Order</li> <li>• Revise Writing</li> <li>• Identify Story Elements</li> <li>• Write About Feelings</li> <li>• Write About Events</li> <li>• Use Vivid Details</li> <li>• Write About Actions</li> </ul>
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### Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, and the relationship between the needs of different plants or animals (including humans) and the places they live.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### **Performance Based Assessment:**

- **Social Studies Task:** Brainstorm, Collect information, Scholars will discuss about their home-What is it like? What they do there?-Why is it a good place to live?
- **Narrative Task:** Children will choose an animal from *Where Is Home, Little Pip?* or *A House For Hermit Crab*. They will tell about the animal and its home.
- **Scholars will:**
  - draw a picture of an animal and its home.
  - draw, dictate, or write one thing that could happen at the animal's home.

#### **Student Self-Assessment(s):**

- **Social Studies - Turn and Talk:** What is Little Pip's home like? What kind of home is Hermit Crab looking for?

### Other Evidence:

#### **Beginning of Year Assessment:**

- Baseline Assessment

#### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

#### **Summative Assessments:**

- Performance-Based Assessment - Module A & B

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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **SOCIAL STUDIES: Interdisciplinary Connections**

- Days 1-5: establish and analyze beginning of the year rules and routines
- Day 6-8: discuss teacher responsibility to maintain fair and consistent rules
- Day 9-11: discuss the importance of assuming personal responsibility.
- Day 12-13: explain why and how people/animals move from place to place.

#### **Daily Lesson Components (see ReadyGen TE)**

##### **READING: Daily Lessons**

**Days 1-8:** *Where Is Home, Little Pip?*

**Days 9-11:** *A House For Hermit Crab*

**Days 12-13:** *Where Is Home, Little Pip?*  
*A House For Hermit Crab*

##### **Build Understanding**

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

##### **Close Read:**

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

##### **WRITING: Narrative Writing**

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice:
- Share Writing

### Resources:

#### **SOCIAL STUDIES**

- *Anchor charts*
- *Unit 1 Module A Texts*
- *Social Studies Weekly*
- [\*Cooperative Children's Book Center\*](#)

##### **Additional Social Studies Resources:**

- [\*The New Jersey Amistad Commission Interactive Curriculum\*](#)
- [\*NJ Commission on Holocaust Education\*](#)
- [\*Learning for Justice\*](#)

##### **Disabilities Law Resources:**

- [\*Respect Ability: Fighting Stigmas, Advancing Opportunities\*](#)
- [\*Diversity, Equity, Inclusion Resources\*](#)

#### **READING: Texts**

- *Where Is Home, Little Pip?*
- *A House For Hermit Crab*

#### **WRITING: Texts**

- *Where Is Home, Little Pip?*
- *A House For Hermit Crab*

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Conference on Independent Reading</li> <li>Reading Analysis Extension</li> <li>Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Conference on Independent Reading</li> <li>Reading Analysis Extension</li> <li>Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Conference on Independent Reading</li> <li>Reading Analysis Support</li> <li>Sleuth</li> <li>Foundational Skills</li> <li>Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>PBA Lesson</li> </ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>Unlock Language Learning</li> <li>PBA Lesson</li> </ul>

### **Unit Title: Unit 2 Module A - Understanding Then and Now**

**Overview:** This unit of study focuses on understanding change over a period of time. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

### **Stage 1: Desired Results**

**Standards & Indicators:**  
**NJSLS Social Studies**



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- **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.CivicsPR.1** - Determine what makes a good rule or law.
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- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### NJSLS Reading Foundational Skills

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### NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

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<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

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### NJSLs Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.4.2.CT.1</b>	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem

#### Central Idea/Enduring Understanding:

##### **Social Studies:**

- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- People make decisions based on their needs, wants, and the availability of resources.
- Availability of resources affects economic outcomes.

#### Essential/Guiding Question:

##### **Social Studies:**

- How have landforms, climate and weather, and the availability of resources impacted where and how people live?
- How has human interaction impacted the environment in New Jersey and the United States?
- What is the difference between a want and a need?
- How does the availability of resources affect people?
- How have communities changed over time?
- What causes communities to change?

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<ul style="list-style-type: none"> <li>• Personal, family, and community history is a source of information for individuals about the people and places around them.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Readers understand that stories have characters, settings, and major events.</li> <li>• Writers understand the importance of sequential events in a story.</li> <li>• Learners understand the concepts of “then” and “now.”</li> </ul>	<p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• How do readers look closely at a story to identify its characters, setting, and major events?</li> <li>• How do writers tell the sequence of events in a story?</li> </ul>
<p><u><b>Content:</b></u></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>The Little House</i> by Virginia Lee Burton - A story of how the landscape around a house changes over time. It addresses the effects of urbanization and how the world changes over a long period of time.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• <i>The Little House</i> by Virginia Lee Burton - A story of how the landscape around a house changes over time. It addresses the effects of urbanization and how the world changes over a long period of time.</li> <li>• <i>Four Seasons Make a Year</i> by Anne Rockwell - A story about the changing seasons. It is also about how the changing seasons and weather affect plant and animal life, as well as the life of a little girl living on a farm.</li> <li>• Readers will retell stories, including characters, settings, and major events.</li> <li>• Writers will write a simple narrative with two major events.</li> <li>• Learners will understand the difference between “then” and “now.”</li> </ul>	<p><u><b>Skills(Objectives):</b></u></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Landforms</li> <li>• Climate and Weather</li> <li>• Availability of Resources</li> <li>• Human Interactions Impact the Environment (global issue)</li> <li>• Wants and Needs</li> <li>• Community</li> <li>• Cities</li> <li>• Transportation</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Identify the main events in a story</li> <li>• Identify and discuss author’s word choice</li> <li>• Identify details about the setting</li> <li>• Ask and answer questions about unknown words</li> <li>• Identify roles of author and illustrator</li> <li>• Retell a story using words and pictures</li> <li>• Ask and answer questions about key details</li> <li>• Ask and answer question to understand words</li> <li>• Use words and pictures in a text to tell about events</li> <li>• Identify characters, setting, and events</li> <li>• Relate words and pictures in a text</li> <li>• Retell stories using key details</li> <li>• Describe the setting of a story</li> <li>• Then and now</li> <li>• Tell about changes</li> <li>• Story elements</li> <li>• Make a story sequence chart</li> <li>• Write a personal narrator</li> <li>• Tell events in order</li> <li>• Add details to writing</li> <li>• Find details about events</li> </ul>

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### Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, the concepts of then and now, and how to make observations about the different seasons.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### **Performance Based Assessment:**

**Social Studies Task:** Brainstorm, Collect information, Scholars will give a talk about things that are different between the city and the country.

- **Narrative Task:** Students will create a simple narrative about something they did when they were younger that they do differently now.
- **SS Task:** Looking at pictures, discuss how urbanization has impacted the community where we live.
- **Scholars will:**
  - draw “then” and “now” pictures that show a difference in how they do something
  - dictate or write about the two events

#### **Student Self-Assessment(s):**

- **Social Studies - Turn and Talk:** What things are different between then and now?

### Other Evidence:

#### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

#### **Summative Assessments:**

Performance-Based Assessment - Module A & B

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **SOCIAL STUDIES: Interdisciplinary Connections**

- Day 1-4: discuss how places change over time.
- Day 5-9: explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives.
- Day 10-11: explain why communities change over time.

### Resources:

#### **SOCIAL STUDIES**

- *Anchor charts*
- *Unit 2 Module A Texts*
- *Social Studies Weekly*
- [\*Cooperative Children's Book Center\*](#)

#### **Additional Social Studies Resources:**

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

## Social Studies Grade K

<ul style="list-style-type: none"> <li>Day 12-13: explain the different physical and human characteristics that might make a location a good place to live.</li> </ul> <p><b><u>Daily Lesson Components (see ReadyGen TE)</u></b></p> <p><b>READING: Daily Lessons</b></p> <p><b>Days 1-4:</b> <i>The Little House</i></p> <p><b>Days 5-9:</b> <i>Four Seasons Make a Year</i></p> <p><b>Days 10-11:</b> <i>The Little House</i></p> <p><b>Days 12-13:</b> <i>The Little House</i> <i>Four Seasons Make a Year</i></p> <p><b>Build Understanding</b></p> <ul style="list-style-type: none"> <li>Set the Purpose</li> <li>Engage Scholars</li> <li>Read</li> <li>Turn and Talk</li> </ul> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Cite Text Evidence</li> <li>By-the-Way Words &amp; Benchmark Vocabulary</li> <li>Reading/Language Analysis</li> </ul> <p><b>WRITING: Narrative Writing</b></p> <ul style="list-style-type: none"> <li>Set the Purpose</li> <li>Teach and Model</li> <li>Prepare to Write</li> <li>Independent Writing Practice:</li> <li>Share Writing</li> </ul>			
<p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> <li><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li><a href="#">Diversity, Equity, Inclusion Resources</a></li> </ul> <p><b>READING: Texts</b></p> <ul style="list-style-type: none"> <li><i>The Little House</i></li> <li><i>Four Seasons Make a Year</i></li> </ul> <p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"> <li><i>The Little House</i></li> <li><i>Four Seasons Make a Year</i></li> </ul>			
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> </ul>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> </ul>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> </ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but</p>

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<ul style="list-style-type: none"> <li>Conference on Independent Reading</li> <li>Reading Analysis Extension</li> <li>Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>Conference on Independent Reading</li> <li>Reading Analysis Extension</li> <li>Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>Conference on Independent Reading</li> <li>Reading Analysis Support</li> <li>Sleuth</li> <li>Foundational Skills</li> <li>Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>PBA Lesson</li> </ul>	<p>are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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### **Unit Title: Unit 2 Module B - Understanding Then and Now**

**Overview:** This unit of study focuses on understanding change over a period of time. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### **NJSLS Social Studies**

- **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.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.CivicsPI.3** - Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4** - Explain how all people, not just official leaders, play important roles in a community.

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- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **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.CivicsDP.2** - Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.Geo.SV.1** - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.2** - Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- **6.1.2.Geo.SV.3** - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4** - Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

### NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.



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### **NJSLS ELA Writing**

- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

### **NJSLS ELA Speaking and Listening**

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **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.

### **NJSLS Social Studies Skills Table** -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person

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- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### NJSLC Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	

#### Central Idea/Enduring Understanding:

##### **Social Studies:**

- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

##### **Reading/Writing:**

- Readers understand that asking questions helps them understand a text.
- Writers understand that they can state an opinion through words and illustrations.
- Learners understand that people's lives "then" were similar to and different from our lives today.

#### Content:

##### **Social Studies:**

#### Essential/Guiding Question:

##### **Social Studies:**

- How has creativity and innovation led to improvements in lifestyle?
- How has creativity and innovation led to the creation of new products?
- How has creativity and innovation led to the improvements in access to information?
- What role has science and technology played in the transition from an agricultural society to an industrial society, and then to the information age?
- How has the development of communications systems led to increased collaboration among people?

##### **Reading/Writing:**

- How do readers ask questions to help them understand informational texts?
- How do writers use illustrations to help them state an opinion?

#### Skills(Objectives):

##### **Social Studies:**

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- *Farming Then and Now* by Charles R. Smith  
- An informational text comparing farm work and methods one hundred years ago with those of today.
- *The Old Things* by Diana Noonan - A nonfiction narrative between a grandmother and a grandson. Through e-mail correspondence, Gran offers old communication tools to her grandson who responds by comparing the old tools to newer ones that serve the same purpose.

### Reading/Writing:

- *Farming Then and Now* by Charles R. Smith  
- An informational text comparing farm work and methods one hundred years ago with those of today.
- *The Old Things* by Diana Noonan - A nonfiction narrative between a grandmother and a grandson. Through e-mail correspondence, Gran offers old communication tools to her grandson who responds by comparing the old tools to newer ones that serve the same purpose.
- Readers will ask questions to better understand informational texts.
- Writers will state an opinion and draw a picture to show a reason for their opinion.
- Learners will identify similarities and differences between people's lives "then" and our lives today.

- Creativity and Innovation
- Advances in Science and Technology
- Communication
- Collaboration
- Inventions

### Reading/Writing:

- Identify main topic and key details
- Identify elements of a book
- Connect information in a text
- Use key details to understand a text
- Identify reasons to support an opinion
- Answer questions about key details
- Make connections between ideas
- Compare and contrast texts
- Name a topic
- Tell an opinion
- Tell a reason
- Add details to writing
- Tell an opinion about a book
- Tell a reason to support an opinion
- Tell which is better
- Tell which you like better
- State an opinion about photographs
- Give an opinion about a statement
- Compare and contrast to state an opinion
- Write an opinion about the past

### Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, the concepts of then and now, and how creativity and innovation have led to improvements in lifestyle and the creation of new products.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Performance Based Assessment:

**Social Studies Task:** Brainstorm, Collect information, Scholars will give a talk about what they think life is like on a farm.

### Other Evidence:

#### Formative Assessments:

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis

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<ul style="list-style-type: none"> <li>● <b>Opinion Task:</b> Children will state an opinion about whether they would like to live on a farm.</li> <li>● <b>Scholars will:</b> <ul style="list-style-type: none"> <li>○ State their opinion about whether they would like to live on a farm.</li> <li>○ Draw, dictate, or write one reason for their opinion.</li> </ul> </li> </ul> <p><b>Student Self-Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Social Studies - Turn and Talk:</b> What things are different between then and now?</li> </ul>	<ul style="list-style-type: none"> <li>○ Write in Response to Reading</li> <li>○ Benchmark Vocabulary</li> <li>● <b>Writing Keystones:</b> <ul style="list-style-type: none"> <li>○ Checklists</li> </ul> </li> <li>● <b>Writing Rubrics:</b> <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informative/Explanatory</li> <li>○ Opinion</li> </ul> </li> <li>● <b>Oral Reading Fluency Quick Checks</b></li> </ul> <p><b>Summative Assessments:</b></p> <p>Performance-Based Assessment - Module A &amp; B</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>SOCIAL STUDIES: Interdisciplinary Connections</b></p> <ul style="list-style-type: none"><li>• Day 1-6: explain how new innovations change the way we live.</li><li>• Day 7-10: discuss how the change of technology over time has impacted daily life.</li><li>• Day 11-12: state an opinion about a topic.</li></ul> <p><b><u>Daily Lesson Components (see ReadyGen TE)</u></b></p> <p><b>READING: Daily Lessons</b></p> <p><b>Days 1-6:</b> <i>Farming Then and Now</i></p> <p><b>Days 7-10:</b> <i>The Old Things</i></p> <p><b>Days 11-12:</b> <i>Farming Then and Now</i> <i>The Old Things</i></p> <p><b>Build Understanding</b></p> <ul style="list-style-type: none"><li>• Set the Purpose</li><li>• Engage Scholars</li><li>• Read</li><li>• Turn and Talk</li></ul> <p><b>Close Read:</b></p>	<p><b><u>Resources:</u></b></p> <p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"><li>• <i>Anchor charts</i></li><li>• <i>Unit 2 Module B Texts</i></li><li>• <i>Social Studies Weekly</i></li><li>• <a href="#"><i>Cooperative Children's Book Center</i></a></li></ul> <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"><li>• <a href="#"><i>The New Jersey Amistad Commission Interactive Curriculum</i></a></li><li>• <a href="#"><i>NJ Commission on Holocaust Education</i></a></li><li>• <a href="#"><i>Learning for Justice</i></a></li></ul> <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"><li>• <a href="#"><i>Respect Ability: Fighting Stigmas, Advancing Opportunities</i></a></li><li>• <a href="#"><i>Diversity, Equity, Inclusion Resources</i></a></li></ul> <p><b>READING: Texts</b></p> <ul style="list-style-type: none"><li>• <i>Farming Then and Now</i></li><li>• <i>The Old Things</i></li></ul>
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## Social Studies Grade K

<ul style="list-style-type: none"><li>● Cite Text Evidence</li><li>● By-the-Way Words &amp; Benchmark Vocabulary</li><li>● Reading/Language Analysis</li></ul> <p><b>WRITING: Opinion Writing</b></p> <ul style="list-style-type: none"><li>● Set the Purpose</li><li>● Teach and Model</li><li>● Prepare to Write</li><li>● Independent Writing Practice:</li><li>● Share Writing</li></ul>	<p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"><li>● <i>Farming Then and Now</i></li><li>● <i>The Old Things</i></li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li><li>● Foundational Skills</li><li>● Guided Writing</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"><li>● Unlock the Text</li><li>● Unlock the Writing</li><li>● PBA Lesson</li></ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

# Social Studies Grade K

## Unit Title: Unit 3 Module A - Predicting Change

**Overview:** This unit of study focuses on predicting change. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

## Stage 1: Desired Results

### Standards & Indicators:

#### NJSLS Social Studies:

- **6.1.2.Geo.HE.3** - Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **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.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.
- **6.3.2.GeoGI.2** - Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

#### NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

#### NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

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### NJSLS ELA Writing

- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

### NJSLS ELA Speaking and Listening

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **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.

### NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:



## Social Studies Grade K

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### NJSLs Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.	A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.

#### Central Idea/Enduring Understanding:

##### **Social Studies:**

- Places are jointly characterized by their physical and human properties.

##### **Reading/Writing:**

- Readers understand that characters in literary texts have different experiences and reactions.
- Writers understand that stories include characters' reactions to events.
- Learners understand that we can use observations to predict changes.

#### Essential/Guiding Question:

##### **Social Studies:**

- How does climate and weather impact where and how people live and work?

##### **Reading/Writing:**

- How do readers identify character experiences and reactions?
- How do writers use characters' reactions to events to tell a story?

#### Content:

##### **Social Studies:**

- *Come On, Rain!* by Karen Hesse - A story about a young girl's anticipation for a rainstorm on a sweltering summer day in the city.
- *The Snowy Day* by Ezra Jack Keats - A story of a young boy enjoying a snowy day

#### Skills(Objectives):

##### **Social Studies:**

- Climate
- Weather
- Community

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full of adventures. A deeper meaning of the story is the boy's ability to find wonder in the simple pleasure of playing alone outside in the snow.

### Reading/Writing:

- *Come On, Rain!* by Karen Hesse - A story about a young girl's anticipation for a rainstorm on a sweltering summer day in the city.
- *The Snowy Day* by Ezra Jack Keats - A story of a young boy enjoying a snowy day full of adventures. A deeper meaning of the story is the boy's ability to find wonder in the simple pleasure of playing alone outside in the snow.
- Readers will retell stories focusing on character experiences and reactions.
- Writers will create a simple narrative and include a character's reaction to an event.
- Learners will use observations to predict changes.

### Reading/Writing:

- Characters
- Events in a Story
- Retell Using Key Details
- Events
- Setting
- Relate Pictures and Stories
- Compare and Contrast
- Choose Characters, Setting, and Events
- Retell Story Elements
- Write About Events
- Draw and Write Details
- Add a Character's Reaction
- Write About Reactions
- Use Vivid Words
- Write Events in Order
- Use a Friend's Ideas
- Write About Feelings
- Narrate Events and Reactions

### Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, and how to make observations about the different weather.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Performance-Based Assessment:

- **Social Studies Task:** Brainstorm, Collect information, Scholars will give a talk about why we need rain: What does rain do for people? What happens if there is no rain for a long time? How can we tell if a rainstorm is coming?
- **Social Studies Task:** Identify possible solutions to the lack of rain and how it affects the environment.
- **Narrative Task:** Scholars will write a story about the main character in *Come On,*

### Other Evidence:

#### Formative Assessments:

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:

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*Rain!* and what she might do in a snowstorm.

- **Scholars will:**
  - draw, dictate, or write to narrate several events in the order in which they occur.
  - include the character's reactions to the snowstorm.

**Student Self-Assessment(s):**

- **Social Studies - Turn and Talk:** In each text, what would be your favorite activity to do?

- Narrative
- Informative/Explanatory
- Opinion

- Oral Reading Fluency Quick Checks

### Summative Assessments:

## Performance-Based Assessment - Module A & B

### Stage 3: Learning Plan

Learning Opportunities/Strategies:

## SOCIAL STUDIES: Interdisciplinary Connections

- Day 1-7: identify characteristics of a region
- Day 8-11: explain the different physical and human characteristics that might make a location a good place to live
- Day 12-13: compare and contrast the settings in the stories

### Daily Lesson Components (see ReadyGen TE)

**READING: Daily Lessons**

**Days 1-7: Come on, Rain!**

### Days 8-11: *The Snowy Day*

**Days 12-13: Come on, Rain! and The Snowy Day**

### Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

**Close Read:**

Resources:

**SOCIAL STUDIES:**

- *Anchor charts*
- *Unit 3 Module A Texts*
- *Social Studies Weekly*
- [\*Cooperative Children's Book Center\*](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

*\*Be sure to only include applicable resources.*

### READING: Texts

- *Come on, Rain!*
- *The Snowy Day*

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<ul style="list-style-type: none"><li>• Cite Text Evidence</li><li>• By-the-Way Words &amp; Benchmark Vocabulary</li><li>• Reading/Language Analysis</li></ul> <p><b>WRITING: Narrative Writing</b></p> <ul style="list-style-type: none"><li>• Set the Purpose</li><li>• Teach and Model</li><li>• Prepare to Write</li><li>• Independent Writing Practice: Share Writing</li></ul>	<p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"><li>• <i>Come On, Rain!</i></li><li>• <i>The Snowy Day</i></li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li><li>• Reading Analysis Extension</li><li>• Sleuth</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>• Games/Videos</li><li>• Listen to Reading</li></ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li><li>• Reading Analysis Extension</li><li>• Sleuth</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>• Games/Videos</li><li>• Listen to Reading</li></ul> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li><li>• Reading Analysis Support</li><li>• Sleuth</li><li>• Foundational Skills</li><li>• Guided Writing</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>• Games/Videos</li><li>• Listen to Reading</li></ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"><li>• Unlock the Text</li><li>• Unlock the Writing</li><li>• PBA Lesson</li></ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

# Social Studies Grade K

## Unit Title: Unit 3 Module B - Predicting Change

**Overview:** This unit of study focuses on predicting change. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

## Stage 1: Desired Results

### Standards & Indicators:

#### NJSLS Social Studies

- **6.1.2.Geo.HE.3** - Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.Geo.PP.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.Civics.CM.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.Civics.CM.3**: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

#### NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

#### NJSLS ELA Writing

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- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

### **NJSLS ELA Speaking and Listening**

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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- **SL.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.

### **NJSLS Social Studies Skills Table -**

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring

## Social Studies Grade K

- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### NJSLC Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.4.2.IML.3</b>	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.	A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.

#### Central Idea/Enduring Understanding:

##### **Social Studies:**

- Places are jointly characterized by their physical and human properties.

##### **Reading/Writing:**

- Readers understand that characters in literary texts have different experiences and reactions.
- Writers understand that stories include characters' reactions to events.
- Learners understand that we can use observations to predict changes.

#### Essential/Guiding Question:

##### **Social Studies:**

- How does climate and weather impact where and how people live and work?

##### **Reading/Writing:**

- How do readers identify character experiences and reactions?
- How do writers use characters' reactions to events to tell a story?

#### Content: (Module Goals):

##### **Social Studies:**

- *What Will the Weather Be?* by Lynda DeWitt - A text that introduces readers to the world of weather forecasting.
- *Weather Words and What They Mean* by Gail Gibbons - A text that defines weather related words while also explaining the science behind weather forecasting.

##### **Reading/Writing:**

#### Skills(Objectives):

##### **Social Studies:**

- Climate
- Weather
- Community

##### **Reading/Writing:**

- Main Topic and Key Details
- Connect Pictures and Words



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<ul style="list-style-type: none"> <li>• <i>What Will the Weather Be?</i> by Lynda DeWitt - A text that introduces readers to the world of weather forecasting.</li> <li>• <i>Weather Words and What They Mean</i> by Gail Gibbons - A text that defines weather related words while also explaining the science behind weather forecasting.</li> <li>• Readers will ask and answer questions to better understand informational texts.</li> <li>• Writers will create a simple informative text based on evidence.</li> <li>• Learners will make and share weather observations to describe patterns of change.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details</li> <li>• Ask and Answer Questions</li> <li>• Compare and Contrast</li> <li>• Make Connections</li> <li>• Think of Questions About a Text</li> <li>• List Weather Words</li> <li>• Tell What is Alike and Different</li> <li>• Make Observations</li> <li>• Identify a Picture or Object</li> <li>• List Antonyms</li> <li>• Revise by Adding Details</li> <li>• Present Writing</li> <li>• Use Pictures and Words</li> <li>• Identify a Topic and Information</li> </ul>
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### Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, and how to make observations about the different weather.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### **Performance-Based Assessment:**

- **Social Studies Task:** Brainstorm, Collect information, Scholars will give a talk about what the weather's like today. What are different types of weather? Can we predict what the weather will be like tomorrow?
- **Informative/Explanatory Task:** Children will pretend that they are weather forecasters. They will use what they learned from *What Will the Weather Be?* And *Weather Words and What They Mean* to write a simple weather forecast.
- **Scholars will:**
  - Draw pictures of two kinds of weather, label the pictures with the words *today* and *tomorrow*.

#### **Student Self-Assessment(s):**

- **Social Studies - Turn and Talk:** What does the word predicting mean?

### Other Evidence:

#### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

#### **Summative Assessments:**

Performance-Based Assessment - Module A & B

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **SOCIAL STUDIES: Interdisciplinary Connections**

- Day 1-6: identify types of weather
- Day 7-10: discuss changes in weather
- Day 11-12: compare and contrast types of weather

### Resources:

#### **SOCIAL STUDIES**

- *Anchor charts*
- *Unit 3 Module B Texts*
- *Social Studies Weekly*
- [\*Cooperative Children's Book Center\*](#)

## Social Studies Grade K

<p><b><u>Daily Lesson Components (see ReadyGen TE)</u></b></p> <p><b>READING: Daily Lessons</b></p> <p><b>Days 1-6:</b> <i>What Will the Weather Be?</i></p> <p><b>Days 7-10:</b> <i>Weather Words and What They Mean</i></p> <p><b>Days 11-12:</b> <i>What Will the Weather Be?</i></p> <p style="padding-left: 40px;"><i>Weather Words and What They Mean</i></p> <p><b>Build Understanding</b></p> <ul style="list-style-type: none"> <li>• Set the Purpose</li> <li>• Engage Scholars</li> <li>• Read</li> <li>• Turn and Talk</li> </ul> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Cite Text Evidence</li> <li>• By-the-Way Words &amp; Benchmark Vocabulary</li> <li>• Reading/Language Analysis</li> </ul> <p><b>WRITING: Informative Writing</b></p> <ul style="list-style-type: none"> <li>• Set the Purpose</li> <li>• Teach and Model</li> <li>• Prepare to Write</li> <li>• Independent Writing Practice: Share Writing</li> </ul>			
<p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">NJ Commission on Holocaust Education</a></li> <li>• <a href="#">Learning for Justice</a></li> </ul> <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">Diversity, Equity, Inclusion Resources</a></li> </ul> <p><b>READING: Texts</b></p> <ul style="list-style-type: none"> <li>• <i>What Will the Weather Be?</i></li> <li>• <i>Weather Words and What They Mean</i></li> </ul> <p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"> <li>• <i>What Will the Weather Be?</i></li> <li>• <i>Weather Words and What They Mean</i></li> </ul>			
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>• Prompts - Write in Response to Reading</li> <li>• Benchmark Vocabulary Practice</li> </ul>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>• Prompts - Write in Response to Reading</li> <li>• Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> </ul>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>• Prompts - Write in Response to Reading</li> <li>• Benchmark Vocabulary Practice</li> </ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels</p>

## Social Studies Grade K

<p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Support</li> <li>• Sleuth</li> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games / Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Performance - Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>(auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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# Social Studies Grade K

## **Unit Title:** Unit 4 Module A - Learning About Each Other and the World

**Overview:** This unit of study focuses on learning about each other and the world. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### **NJSLS Social Studies**

- **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.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.EconEM.1** - Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2** - Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- **6.1.2.EconEM.3** - Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

##### **NJSLS ELA Reading**

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

##### **NJSLS Reading Foundational Skills**

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

# Social Studies Grade K

## NJSLS ELA Writing

- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

## NJSLS ELA Speaking and Listening

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **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.

## NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring

## Social Studies Grade K

- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### NJSLC Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.FP.4	Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).	Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.

#### Central Idea/Enduring Understanding:

##### Social Studies:

- The world is composed of nations that are similar to and different from the United States.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Cultures struggle to maintain traditions in a changing society.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.

#### Essential/Guiding Question:

##### Social Studies:

- How are other nations similar to and different from the United States?
- Why is it important for people from diverse cultures to collaborate to find solutions to challenges?
- How does human interaction impact the environment?
- How are the regions of the United States similar and different?
- How is culture expressed through and influenced by the behavior of people?
- How have various cultural groups dealt with the conflict between maintaining traditional beliefs and practices and adopting new ones?
- How do people celebrate national holidays?
- How can an individual's beliefs, values, and traditions reflect more than one culture?
- How can one's experiences and events be interpreted differently by people with different cultural or individual perspectives?
- Why is it important to understand the perspectives of other cultures in an interconnected world?

## Social Studies Grade K

<ul style="list-style-type: none"> <li>• People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Readers understand that characters have similar experiences in different stories.</li> <li>• Writers understand that using time-order words puts events in sequence.</li> <li>• Learners understand that different cultures share similar experiences.</li> </ul>	<p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• How do readers compare and contrast the experiences of different characters?</li> <li>• How do writers identify the sequence of events in a story?</li> </ul>
<p><b><u>Content: (Module Goals):</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>I Love Saturdays y domingos</i> by Alma Flor Ada - A first person narrative told by a young girl describing parallel events as she visits her paternal grandparents on Saturday and her maternal grandparents on Sunday. <i>Apple Pie 4th of July</i> by Janet S. Wong - A first person narrative told by a Chinese-American girl describing a day at work with her parents on the Fourth of July.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• <i>I Love Saturdays y domingos</i> by Alma Flor Ada - A first person narrative told by a young girl describing parallel events as she visits her paternal grandparents on Saturday and her maternal grandparents on Sunday.</li> <li>• <i>Apple Pie 4th of July</i> by Janet S. Wong - A first person narrative told by a Chinese-American girl describing a day at work with her parents on the Fourth of July.</li> <li>• Readers will compare and contrast characters and their experiences in stories.</li> <li>• Writers will write a narrative using the sequence words <i>first</i>, <i>then</i>, and <i>last</i>.</li> <li>• Learners will understand that different cultures blend together in both families and communities.</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Cultural Perspectives</li> <li>• Cultural Diversity</li> <li>• Customs</li> <li>• Traditions</li> <li>• Beliefs</li> <li>• Holidays</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Retell Key Details</li> <li>• Relate Pictures to Text</li> <li>• Characters</li> <li>• Story Events</li> <li>• Compare and Contrast</li> <li>• Ask and Answer Questions</li> <li>• Compare and Contrast</li> <li>• Retell a Story</li> <li>• Retell Events Using Sequence Words</li> <li>• Tell About an Event</li> <li>• Describe a Character's Reaction</li> <li>• Add Details to Writing</li> <li>• Retell Activities</li> <li>• Plan to Write a Story</li> <li>• Add a Reaction</li> <li>• Add an Event</li> <li>• Present a Story</li> <li>• Compare and Contrast Characters</li> </ul>



# Social Studies Grade K

## Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, and how to learn about each other and the world.

## Stage 2: Assessment Evidence

### Performance Task(s):

- **Social Studies Task:** Brainstorm, Collect information, Scholars will give a talk about their favorite things to do with family and friends.
- **Narrative Task: Write About A Day With My Friend** - Scholars will pretend they are friends with the main character in either *I Love Saturdays y domingos* or *Apple Pie 4th of July*. They will draw, dictate, or write a simple narrative telling about a day they spend together.
- **Scholars will:**
  - describe three things they do with their friend.
  - use the words first, next, and last to tell about the events in the order.
  - provide a reaction to what happens.
  - use complete sentences.

### Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** What do the characters do for a job?

### Other Evidence:

#### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

#### **Summative Assessments:**

Performance-Based Assessment - Module A & B

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **SOCIAL STUDIES: Interdisciplinary Connections**

- Day 1-8: discuss family connections
- Day 9-11: discuss symbols of America and exchange of goods and services in America
- Day 12-13: discuss experiences of families in different cultures

### Resources:

#### **SOCIAL STUDIES**

- *Anchor charts*
- *Unit 4 Module A Texts*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

#### **Additional Social Studies Resources:**

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

#### **Disabilities Law Resources:**

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

## Social Studies Grade K

<p><b><u>Daily Lesson Components (see ReadyGen TE)</u></b></p> <p><b>READING: Daily Lessons</b></p> <p><b>Days 1-8:</b> <i>I Love Saturdays y domingos</i></p> <p><b>Days 9-11:</b> <i>Apple Pie 4th of July</i></p> <p><b>Days 12-13:</b> <i>I Love Saturdays y domingos</i> <i>Apple Pie 4th of July</i></p> <p><b>Build Understanding</b></p> <ul style="list-style-type: none"><li>• Set the Purpose</li><li>• Engage Scholars</li><li>• Read</li><li>• Turn and Talk</li></ul> <p><b>Close Read:</b></p> <ul style="list-style-type: none"><li>• Cite Text Evidence</li><li>• By-the-Way Words &amp; Benchmark Vocabulary</li><li>• Reading/Language Analysis</li></ul> <p><b>WRITING: Narrative Writing</b></p> <ul style="list-style-type: none"><li>• Set the Purpose</li><li>• Teach and Model</li><li>• Prepare to Write</li><li>• Independent Writing Practice: Share Writing</li></ul>		<ul style="list-style-type: none"><li>• <a href="#">Diversity, Equity, Inclusion Resources</a></li></ul> <p><b>READING: Texts</b></p> <ul style="list-style-type: none"><li>• <i>I Love Saturdays y domingos</i></li><li>• <i>Apple Pie 4th of July</i></li></ul> <p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"><li>• <i>I Love Saturdays y domingos</i></li><li>• <i>Apple Pie 4th of July</i></li></ul>	
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p><b>High-Achieving Students</b></p>	<p><b>On Grade Level Students</b></p>	<p><b>Struggling Students</b></p>	<p><b>Special Needs/ELL</b></p>
<p>Reader’s &amp; Writer’s Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li><li>• Reading Analysis Extension</li><li>• Sleuth</li></ul>	<p>Reader’s &amp; Writer’s Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li><li>• Reading Analysis Extension</li><li>• Sleuth</li></ul>	<p>Reader’s &amp; Writer’s Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li><li>• Reading Analysis Support</li><li>• Sleuth</li><li>• Foundational Skills</li><li>• Guided Writing</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>• Games/Videos</li></ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p>

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Realize Online Platform <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Realize Online Platform <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	<ul style="list-style-type: none"> <li>Listen to Reading</li> </ul> Scaffolded Strategies Handbook: <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>Performance-Based Assessment Lesson</li> </ul> Scaffolded Instruction - Strategic Support If...then...Quick Check  ReadyUp! Intervention	Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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### **Unit Title: Unit 4 Module B - Learning About Each Other and the World**

**Overview:** This unit of study focuses on learning about each other and the world. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### **NJSLS Social Studies**

- **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.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.EconEM.1** - Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2** - Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- **6.1.2.EconEM.3** - Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

##### **NJSLS ELA Reading**

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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).

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- **RL.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3.** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### NJSLS ELA Writing

- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

### NJSLS ELA Speaking and Listening

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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- **SL.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.

### NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past

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<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.1.5.FP.4</b>	Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).	Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.

#### Central Idea/Enduring Understanding:

##### **Social Studies:**

- The world is composed of nations that are similar to and different from the United States.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and

#### Essential/Guiding Question:

##### **Social Studies:**

- How are other nations similar to and different from the United States?
- How is culture expressed through and influenced by the behavior of people?

## Social Studies Grade K

<p>assumptions that are generally accepted by a particular group of people.</p> <ul style="list-style-type: none"> <li>• Cultures struggle to maintain traditions in a changing society.</li> <li>• The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</li> <li>• People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their culture, and their individual points of view.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Readers understand that information in texts may have a variety of text features.</li> <li>• Writers understand that informational texts provide facts and details that give readers an understanding of a topic.</li> <li>• Learners understand that learning about different traditions helps us better understand others.</li> </ul>	<ul style="list-style-type: none"> <li>• How have various cultural groups dealt with the conflict between maintaining traditional beliefs and practices and adopting new ones?</li> <li>• How can an individual's beliefs, values, and traditions reflect more than one culture?</li> <li>• How can one's experiences and events be interpreted differently by people with different cultural or individual perspectives?</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• How do readers use text features to better understand an informational text.</li> <li>• How do writers use facts to compose text about a topic?</li> </ul>
<p><b>Content:</b> <b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>Making Music</i> by Cameron Macintosh - An informational text that introduces students to music and musical instruments. The text identifies different kinds of musical instruments, ways of playing music, the benefits of music, and directions for making an instrument.</li> <li>• <i>Clothes in Many Cultures</i> by Heather Adamson - An information text telling when and why certain clothing is worn, while also reflecting on the culture of the wearer.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• <i>Making Music</i> by Cameron Macintosh - An informational text that introduces students to music and musical instruments. The text identifies different kinds of musical instruments, ways of playing music, the benefits of music, and directions for making an instrument.</li> <li>• <i>Clothes in Many Cultures</i> by Heather Adamson - An information text telling when</li> </ul>	<p><b>Skills(Objectives):</b> <b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Cultural Perspectives</li> <li>• Cultural Diversity</li> <li>• Customs</li> <li>• Traditions</li> <li>• Beliefs</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Main Topic and Key Details</li> <li>• Make Connections</li> <li>• Key Details</li> <li>• Author's Reasons</li> <li>• Connect Pictures and Words</li> <li>• Ask and Answer Questions</li> <li>• Choose a Topic</li> <li>• Write a Fact</li> <li>• Think of Questions About a Text</li> </ul>

## Social Studies Grade K

<p>and why certain clothing is worn, while also reflecting on the culture of the wearer.</p> <ul style="list-style-type: none"> <li>• Readers will use text features to demonstrate understanding of informational texts.</li> <li>• Writers will compose an informative text that names the topic and includes facts about it.</li> <li>• Learners will understand what makes different cultures unique and what makes them similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Find Answers to Questions</li> <li>• List Topics</li> <li>• Write Facts</li> <li>• Use Sources</li> <li>• Write Facts and Details</li> <li>• Make Revisions</li> <li>• Tell What is Alike and Different</li> </ul>
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### Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, and how to learn about each other and the world.

## Stage 2: Assessment Evidence

### Performance Task(s):

- **Social Studies Task:** Brainstorm, Collect information, Scholars will take turns asking and answering questions about the instruments and clothing they read about in Making Music and Clothes in Many Cultures.
- **Informative/Explanatory Task:** Think of two questions about Making Music and Clothes in Many Cultures. Answer the questions. Use evidence from the texts.
- **Scholars will:**
  - Draw, dictate or write one question about music and one question about clothing.

### **Student Self-Assessment(s)**

- **Social Studies - Turn and Talk:** In each book, who plays music and wears clothes? Is this a way the books are alike or different?

### Other Evidence:

#### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

#### **Summative Assessments:**

Performance-Based Assessment - Module A & B

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **SOCIAL STUDIES: Interdisciplinary Connections**

- Day 1-6: explore the expression of thoughts and feelings through types of music
- Day 7-10: evaluate the effect of culture on daily living
- Day 11-12: discover various cultures and how they are alike and different

### Resources:

#### **SOCIAL STUDIES**

- *Anchor charts*
- *Unit 4 Module B Texts*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)



## Social Studies Grade K

<p><b>Daily Lesson Components (see ReadyGen TE)</b></p> <p><b>READING: Daily Lessons</b></p> <p><b>Days 1-6:</b> <i>Making Music</i></p> <p><b>Days 7-10:</b> <i>Clothes in Many Cultures</i></p> <p><b>Days 11-12:</b> <i>Making Music</i> <i>Clothes in Many Cultures</i></p> <p><b>Build Understanding</b></p> <ul style="list-style-type: none"><li>• Set the Purpose</li><li>• Engage Scholars</li><li>• Read</li><li>• Turn and Talk</li></ul> <p><b>Close Read:</b></p> <ul style="list-style-type: none"><li>• Cite Text Evidence</li><li>• By-the-Way Words &amp; Benchmark Vocabulary</li><li>• Reading/Language Analysis</li></ul> <p><b>WRITING: Narrative Writing</b></p> <ul style="list-style-type: none"><li>• Set the Purpose</li><li>• Teach and Model</li><li>• Prepare to Write</li><li>• Independent Writing Practice: Share Writing</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Learning for Justice</a></li></ul> <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">Diversity, Equity, Inclusion Resources</a></li></ul> <p><i>*Be sure to only include applicable resources.</i></p> <p><b>READING: Texts</b></p> <ul style="list-style-type: none"><li>• <i>Making Music</i></li><li>• <i>Clothes in Many Cultures</i></li></ul> <p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"><li>• <i>Making Music</i></li><li>• <i>Clothes in Many Cultures</i></li></ul>		
<p><b><a href="#">Differentiation</a></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p><b>High-Achieving Students</b></p>	<p><b>On Grade Level Students</b></p>	<p><b>Struggling Students</b></p>	<p><b>Special Needs/ELL</b></p>
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li></ul>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li></ul>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>• Prompts - Write in Response to Reading</li><li>• Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Conference on Independent Reading</li></ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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<ul style="list-style-type: none"> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>• Reading Analysis Support</li> <li>• Sleuth</li> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Performance-Based</li> </ul> <p>Assessment Lesson</p> <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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### **Unit Title: Unit 5 Module A - Knowing About Patterns and Structures**

**Overview:** This unit of study focuses on learning about patterns and structures. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### **NJSLS Social Studies**

- **6.1.2.Geo.HE.2** - Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.HE.3** - Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **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 ELA Reading**

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).

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- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### NJSLS ELA Writing

- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

### NJSLS ELA Speaking and Listening

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **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.

### NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

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Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### NJSLC Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.4.2.IML.3</b>	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

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<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• The physical environment can both accommodate and be endangered by human activities.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Readers understand that literary texts can have different structures.</li> <li>• Writers understand that opinion writing expresses an author's thoughts.</li> <li>• Learners understand that patterns exist both in literary texts and in the natural world.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• How do landforms, climate and weather, and the availability of resources impact where and how people live and work? .How does human interaction impact the environment?</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• How do readers identify literary texts?</li> <li>• How do writers share opinions about books?</li> </ul>
<p><b><u>Content:</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>Jack's Garden</i> by Henry Cole - A text that explains the various stages of growth in a garden and the animals that interact with the garden.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• <i>Jack's Garden</i> by Henry Cole - A text that explains the various stages of growth in a garden and the animals that interact with the garden.</li> <li>• <i>The Tiny Seed</i> by Eric Carle - A text that examines how a seed travels in the wind, lands in the soil, and becomes a plant.</li> <li>• Readers will identify different types of literary texts.</li> <li>• Writers will state and support an opinion about a book.</li> <li>• Learners will demonstrate understanding of various patterns in the world around them.</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Climate</li> <li>• Weather</li> <li>• Human Interaction with the Environment</li> <li>• Urbanization/Rural</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Types of Texts</li> <li>• Relate Pictures to Story</li> <li>• Events</li> <li>• Ask and Answer Questions</li> <li>• Author and Illustrator Roles</li> <li>• Compare and Contrast</li> <li>• Retell Stories</li> <li>• Write an Opinion</li> <li>• Revise and Edit a Sentence</li> <li>• Present Your Writing</li> <li>• Write a Reason</li> <li>• Write facts and Details</li> <li>• Provide facts and Details</li> <li>• Write the First Two Steps</li> <li>• Add Details and Reasons</li> <li>• Tell What is Alike and Different</li> <li>• Write and Support an Opinion</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p>The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, and knowing about patterns and structures.</p>	

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### Stage 2: Assessment Evidence

#### Performance Task(s):

- **Social Studies Task:** Brainstorm, Collect information, Scholars will give a talk about plants: Where do plants come from? Where do plants grow? What do plants need to grow?
- **Social Studies Task:** Create a class garden and share its growth with the community.
- **Opinion Task:** Which story about plants do you like better, The Tiny Seed or Jack's Garden? Why?
- **Scholars will:**
  - Tell the name of the book you are writing about
  - State your opinion about the book

#### **Student Self-Assessment(s):**

- **Social Studies - Turn and Talk:** What kind of insects or animals visit a garden?

#### Other Evidence:

##### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

##### **Summative Assessments:**

Performance-Based Assessment - Module A & B

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **SOCIAL STUDIES: Interdisciplinary Connections**

- Day 1-7: explore how human activities affect the characteristics of a place
- Day 8-11: explore how human activities (planting) affect the characteristics of a place
- Day 12-13: discover how a place can change and become different

#### Daily Lesson Components (see ReadyGen TE)

##### **READING: Daily Lessons**

**Days 1-7:** *The Tiny Seed*

**Days 8-11:** *Jack's Garden*

**Days 12-13:** *The Tiny Seed and Jack's Garden*

#### Resources:

##### **SOCIAL STUDIES**

- *Anchor charts*
- *Unit 5 Module A Texts*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

##### **Additional Social Studies Resources:**

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

##### **Disabilities Law Resources:**

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

##### **READING: Texts**

- *The Tiny Seed*
- *Jack's Garden*

## Social Studies Grade K

<b>Build Understanding</b> <ul style="list-style-type: none"><li>● Set the Purpose</li><li>● Engage Scholars</li><li>● Read</li><li>● Turn and Talk</li></ul> <b>Close Read:</b> <ul style="list-style-type: none"><li>● Cite Text Evidence</li><li>● By-the-Way Words &amp; Benchmark Vocabulary</li><li>● Reading/Language Analysis</li></ul> <b>WRITING: Narrative Writing</b> <ul style="list-style-type: none"><li>● Set the Purpose</li><li>● Teach and Model</li><li>● Prepare to Write</li><li>● Independent Writing Practice: Share Writing</li></ul>		<b>WRITING: Texts</b> <ul style="list-style-type: none"><li>● <i>The Tiny Seed</i></li><li>● <i>Jack’s Garden</i></li></ul>	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Reader’s & Writer’s Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27	Reader’s & Writer’s Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27	Reader’s & Writer’s Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li><li>● Foundational Skills</li><li>● Guided Writing</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Scaffolded Strategies Handbook: <ul style="list-style-type: none"><li>● Unlock the Text</li><li>● Unlock the Writing</li><li>● Performance-Based Assessment</li></ul>	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries



## Social Studies Grade K

Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Lesson  Scaffolded Instruction - Strategic Support If...then...Quick Check  ReadyUp! Intervention	
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### Unit Title: - Unit 6 Module A - Exploring Communities

**Overview:** This unit of study focuses on exploring communities. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS Social Studies:

- **6.1.2.CivicsPI.1** - Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2** - Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.Geo.HE.4** - Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.EconET.5** - Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.EconGE.2** - Explain why people in one country trade goods and services with people in other countries.
- **6.1.2.Geo.SV.1** - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.2** - Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- **6.1.2.Geo.SV.3** - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4** - Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

##### NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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).

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- **RL.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MFK.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3.** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### NJSLS ELA Writing

- **W.NW.K.3.** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4.** - With prompts and support, recognize that writing carries a message and should make sense to others.

### NJSLS ELA Speaking and Listening

- **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 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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **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.

### NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past

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<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
<b>Critical Thinking</b>	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

**Holocaust Education** is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

**Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.4.2.GCA:1</b>	Explain why people in one country trade goods and services with people in other countries.	There are benefits to trading goods and services with other countries.

#### Central Idea/Enduring Understanding:

##### **Social Studies:**

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.

#### Essential/Guiding Question:

##### **Social Studies:**

- How do rules and laws created by community, state, and national governments protect the rights of people, help resolve conflict, and promote the common good?
- How does government function at the community, county, state, and national levels, how are services provided, and what is the impact of policy decisions made at each level?

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<ul style="list-style-type: none"> <li>• The United States democratic system requires active participation of its citizens.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• The physical environment can both accommodate and be endangered by human activities.</li> <li>• Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</li> <li>• Personal, family, and community history is a source of information for individuals about the people and places around them.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Readers understand that literary and informational texts can explore similar topics.</li> <li>• Writers understand that it is important to support an opinion they express.</li> <li>• Learners understand that people participate in their communities in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• How are the fundamental rights of the individual and the common good of the country dependent upon active participation of its citizens?</li> <li>• What kind of information can be found on a map of a community?</li> <li>• How does human interaction impact the environment?</li> <li>• Why are some locations more suited for settlement than other locations in New Jersey and the United States?</li> <li>• How are goods and services exchanged?</li> <li>• What is the relationship between businesses in a community and the people that live there?</li> <li>• How have local and state communities changed over time and what are the reasons for the change?</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• How do readers make connections between literary and informational texts on the same topic?</li> <li>• How do writers support their opinions?</li> </ul>
<p><b><u>Content:</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>On the Town: A Community Adventure</i> by Judith Caseley - A story about a boy who explores his town for a classroom assignment. With his mother as his guide, Charlie explores familiar places in his neighborhood. He realizes how the businesses and people are interconnected.</li> <li>• <i>Places in My Neighborhood</i> by Shelly Lyons - In informational text that tells</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Local and State Communities</li> <li>• Goods and Services</li> <li>• Civic Responsibilities</li> <li>• Rules and Laws</li> <li>• Producers and Consumers</li> <li>• Maps</li> </ul>

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about the places that make up a neighborhood as well as the functions of the buildings.

### Reading/Writing:

- *On the Town: A Community Adventure* by Judith Caseley - A story about a boy who explores his town for a classroom assignment. With his mother as his guide, Charlie explores familiar places in his neighborhood. He realizes how the businesses and people are interconnected.
- *Places in My Neighborhood* by Shelly Lyons - In informational text that tells about the places that make up a neighborhood as well as the functions of the buildings.
- Readers will use both literary and informational texts to better understand a topic.
- Writers will write a book review in which they state and support their opinion.
- Learners will explore the various ways in which people participate in their communities.

### Reading/Writing:

- Events
- Characters
- Setting
- Relate Pictures and Story
- Main Topic and Key Ideas
- Ask and Answer Questions
- Make Connections
- Compare and Contrast
- Use Details About the Event
- Gather Character Details
- Gather Details About the Setting
- Add Supporting Details
- Review and Improve
- Use Details to Form an Opinion
- Use Details to Support an Opinion
- Write an Opinion
- Support Your Opinion
- Add Details to Writing
- State Your Opinion
- Choose Your Favorite
- Write Your Opinion About Texts

### Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, and knowing about communities.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Performance-Based Assessment:

- **Social Studies Task** - Brainstorm, Collect, information, Scholars will have a talk about different community members and places in their neighborhoods.
- **Opinion Task:** Scholars will state and support an opinion about which selection they like better: *On the Town: A Community Adventure* or *Places in My Neighborhood*.
- **Scholars will:**
  - state what they are writing about.
  - state an opinion or preference.

### Other Evidence:

#### Formative Assessments:

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory

## Social Studies Grade K

- support their opinion or preference by giving a reason: “*I like the book because...*”
- check to make sure they write complete sentences with proper capitalization and punctuation.

### Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** What can you find in a library? What can you find in a grocery store?

- Opinion

- Oral Reading Fluency Quick Checks

### Summative Assessments:

- Performance-Based Assessment - Module A & B

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **SOCIAL STUDIES: Interdisciplinary Connections**

- Day 1-7: describe people in a community
- Day 8-11: describe places in a community
- Day 12-13: compare and contrast people and places in the community

### Daily Lesson Components (see ReadyGen TE)

#### **READING: Daily Lessons**

**Days 1-7:** *On the Town: A Community Adventure*

**Days 8-11:** *Places in My Neighborhood*

**Days 12-13:** *On the Town: A Community Adventure*  
*Places in My Neighborhood*

#### **Build Understanding**

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

#### **Close Read:**

- Cite Text Evidence

### Resources:

#### **SOCIAL STUDIES**

- *Google maps*
- *Anchor charts*
- *Unit 6 Module A Texts*
- *Social Studies Weekly*
- [\*Cooperative Children's Book Center\*](#)

#### Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

#### Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

#### **READING: Texts**

- *On the Town: A Community Adventure*
- *Places in My Neighborhood*

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<ul style="list-style-type: none"><li>By-the-Way Words &amp; Benchmark Vocabulary</li><li>Reading/Language Analysis</li></ul> <p><b>WRITING: Narrative Writing</b></p> <ul style="list-style-type: none"><li>Set the Purpose</li><li>Teach and Model</li><li>Prepare to Write</li><li>Independent Writing Practice: Share Writing</li></ul>	<p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"><li><i>On the Town: A Community Adventure</i></li><li><i>Places in My Neighborhood</i></li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"><li>Prompts - Write in Response to Reading</li><li>Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>Guided Reading</li><li>Conference on Independent Reading</li><li>Reading Analysis Extension</li><li>Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>Games/Videos</li><li>Listen to Reading</li></ul> Text Club Routines TR24-27Reading or Language Analysis - Practice/Apply Using	Reader's & Writer's Journal <ul style="list-style-type: none"><li>Prompts - Write in Response to Reading</li><li>Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>Guided Reading</li><li>Conference on Independent Reading</li><li>Reading Analysis Extension</li><li>Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>Games/Videos</li><li>Listen to Reading</li></ul> Text Club Routines TR24-27Reading or Language Analysis - Practice/Apply Using	Reader's & Writer's Journal <ul style="list-style-type: none"><li>Prompts - Write in Response to Reading</li><li>Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>Guided Reading</li><li>Conference on Independent Reading Support</li><li>Sleuth</li><li>Foundational Skills</li><li>Guided Writing</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>Games/Videos</li><li>Listen to Reading</li></ul> Scaffolded Strategies Handbook: <ul style="list-style-type: none"><li>Unlock the Text</li><li>Unlock the Writing</li><li>Performance-Based Assessment Lesson</li></ul> Scaffolded Instruction - Strategic Support If...then...Quick CheckReadyUp! Intervention	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries



## Social Studies Grade K

Small Group Discussion Routine	Small Group Discussion Routine		
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### Unit Title: - Unit 6 Module B - Exploring Communities

**Overview:** This unit of study focuses on exploring communities. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

### Stage 1: Desired Results

#### Standards & Indicators:

##### **Social Studies:**

- **6.1.2.CivicsPI.1** - Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2** - Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.Geo.HE.4** - Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.EconET.5** - Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.EconGE.2** - Explain why people in one country trade goods and services with people in other countries.

##### **NJSLS ELA Reading**

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, when, where, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **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.
- **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.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **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).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
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##### **NJSLS Reading Foundational Skills**

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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- **L.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4** - Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### **NJSLS ELA Writing**

- **W.NW.K.3** - Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.WP.K.4** - With prompts and support, recognize that writing carries a message and should make sense to others.

### **NJSLS ELA Speaking and Listening**

- **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 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.
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### **NJSLS Social Studies Skills Table -**

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

<b>Skills</b>	<b>K-5</b>
<b>Chronological Thinking</b>	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
<b>Spatial Thinking</b>	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
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<b>Presentational Skills</b>	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

## Social Studies Grade K

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- Exploring the Uniqueness of Each Person
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### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.4.2.GCA:1</b>	Explain why people in one country trade goods and services with people in other countries.	There are benefits to trading goods and services with other countries.

#### **Central Idea/Enduring Understanding:** **Social Studies:**

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The United States democratic system requires active participation of its citizens.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
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#### **Essential/Guiding Question:** **Social Studies:**

- How do rules and laws created by community, state, and national governments protect the rights of people, help resolve conflict, and promote the common good?
- How does government function at the community, county, state, and national levels, how are services provided, and what is the impact of policy decisions made at each level?
- How are the fundamental rights of the individual and the common good of the country dependent upon active participation of its citizens?
- How does human interaction impact the environment?
- Why are some locations more suited for settlement than other locations in New Jersey and the United States?
- How are goods and services exchanged?
- What is the relationship between businesses in a community and the people that live there?

## Social Studies Grade K

<p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Readers understand that asking questions before, during, and after reading helps them grasp the meaning of the text.</li> <li>• Writers understand that they can convey their own preferences through writing.</li> <li>• Learners understand that cities are made of neighborhoods where people live, work, and have fun together.</li> </ul>	<p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• How can readers ask and answer questions before, during, and after reading to better understand what they read?</li> <li>• How do writers convey their preferences through writing?</li> </ul>
<p><b>Content:</b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>Neighborhood Walk: City</i> by Peggy Pancella - An informational text that gives readers a detailed look at the various people and locations typically found in a city neighborhood.</li> <li>• <i>While I Am Sleeping</i> by Maliaka Rose Stanley - A text about the people who are working while a child is sleeping.</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• <i>Neighborhood Walk: City</i> by Peggy Pancella - An informational text that gives readers a detailed look at the various people and locations typically found in a city neighborhood.</li> <li>• <i>While I Am Sleeping</i> by Maliaka Rose Stanley - A text about the people who are working while a child is sleeping.</li> <li>• Readers will ask and answer questions before, during, and after reading about details in the text.</li> <li>• Writers will state and support an opinion and include a conclusion.</li> <li>• Learners will understand why people and places in an urban community are important.</li> </ul>	<p><b>Skills(Objectives):</b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Local and State Communities</li> <li>• Goods and Services</li> <li>• Civic Responsibilities</li> <li>• Rules and Laws</li> <li>• Producers and Consumers</li> </ul> <p><b>Reading/Writing:</b></p> <ul style="list-style-type: none"> <li>• Main Topic and Key Details</li> <li>• Make Connections</li> <li>• Ask and Answer Questions</li> <li>• Pictures and Text</li> <li>• Characters</li> <li>• Setting</li> <li>• Compare and Contrast</li> <li>• Use Facts to Support an Opinion</li> <li>• Write Your Opinion About the Text</li> <li>• State and Support an Opinion</li> <li>• Gather Information to Form an Opinion</li> <li>• Plan a Travel Brochure</li> <li>• Draft a Travel Brochure</li> <li>• List and Use Opinion Words</li> <li>• Revise and Edit a Travel Brochure</li> <li>• Present Your Writing</li> <li>• Form and Support an Opinion</li> <li>• State and Support a Preference</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <p>The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, cause and effect, and knowing about communities.</p>	
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b>Performance Task(s):</b></p> <p><b>Performance Based Assessment:</b></p>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments:</b></p>

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<ul style="list-style-type: none"> <li>● <b>Social Studies Task</b> - Brainstorm, Collect information, Scholars will give a talk about what life is like in a big city.</li> <li>● <b>Opinion Task:</b> Create a Travel Brochure - Using information from the anchor and supporting texts and their own words and pictures, scholars will create a travel brochure that convinces people to visit a big city.</li> <li>● <b>Scholars will:</b> <ul style="list-style-type: none"> <li>○ tell the topic they are writing about.</li> <li>○ state an opinion about the topic.</li> <li>○ provide reasons that support their opinion.</li> <li>○ provide a conclusion.</li> </ul> </li> </ul> <p><b>Student Self-Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Social Studies - Turn and Talk:</b> What do market sellers and grocery store workers have in common?</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Keystones <ul style="list-style-type: none"> <li>○ Benchmark Vocabulary Practice</li> <li>○ Text Analysis Practice/Application</li> <li>○ Write in Response to Reading</li> </ul> </li> <li>● Reading Keystone Rubrics <ul style="list-style-type: none"> <li>○ Reading/Language Analysis</li> <li>○ Write in Response to Reading</li> <li>○ Benchmark Vocabulary</li> </ul> </li> <li>● Writing Keystones: <ul style="list-style-type: none"> <li>○ Checklists</li> </ul> </li> <li>● Writing Rubrics: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informative/Explanatory</li> <li>○ Opinion</li> </ul> </li> <li>● Oral Reading Fluency Quick Checks</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Performance-Based Assessment - Module A &amp; B</li> </ul>
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### Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>SOCIAL STUDIES: Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Day 1-7: describe roles and responsibilities of the people in a community</li> <li>● Day 8-10: investigate the importance of services to meet the needs of community members</li> <li>● Day 11-12: investigate the relationship between a physical place and the services offered there.</li> </ul> <p><b><u>Daily Lesson Components (see ReadyGen TE)</u></b></p> <p><b>READING: Daily Lessons</b></p> <p><b>Days 1-7:</b> <i>Neighborhood Walk: City</i></p> <p><b>Days 8-10:</b> <i>While I Am Sleeping</i></p> <p><b>Days 11-12:</b> <i>Neighborhood Walk: City</i> <i>While I Am Sleeping</i></p> <p><b>Build Understanding</b></p> <ul style="list-style-type: none"> <li>● Set the Purpose</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>● <i>Anchor charts</i></li> <li>● <i>Unit 6 Module B Texts</i></li> <li>● <i>Social Studies Weekly</i></li> <li>● <a href="#"><i>Cooperative Children's Book Center</i></a></li> </ul> <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#"><i>The New Jersey Amistad Commission Interactive Curriculum</i></a></li> <li>● <a href="#"><i>NJ Commission on Holocaust Education</i></a></li> <li>● <a href="#"><i>Learning for Justice</i></a></li> </ul> <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#"><i>Respect Ability: Fighting Stigmas, Advancing Opportunities</i></a></li> <li>● <a href="#"><i>Diversity, Equity, Inclusion Resources</i></a></li> </ul> <p><b>READING: Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Neighborhood Walk: City</i></li> <li>● <i>While I Am Sleeping</i></li> </ul>
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<ul style="list-style-type: none"><li>Engage Scholars</li><li>Read</li><li>Turn and Talk</li></ul> <p><b>Close Read:</b></p> <ul style="list-style-type: none"><li>Cite Text Evidence</li><li>By-the-Way Words &amp; Benchmark Vocabulary</li><li>Reading/Language Analysis</li></ul> <p><b>WRITING: Narrative Writing</b></p> <ul style="list-style-type: none"><li>Set the Purpose</li><li>Teach and Model</li><li>Prepare to Write</li><li>Independent Writing Practice: Share Writing</li></ul>	<p><b>WRITING: Texts</b></p> <ul style="list-style-type: none"><li><i>Neighborhood Walk: City</i></li><li><i>While I Am Sleeping</i></li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>Prompts - Write in Response to Reading</li><li>Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>Guided Reading</li><li>Conference on Independent Reading</li><li>Reading Analysis Extension</li><li>Sleuth</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>Games/Videos</li><li>Listen to Reading</li></ul> <p>Text Club Routines TR24-27</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>Prompts - Write in Response to Reading</li><li>Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>Guided Reading</li><li>Conference on Independent Reading</li><li>Reading Analysis Extension</li><li>Sleuth</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>Games/Videos</li><li>Listen to Reading</li></ul> <p>Text Club Routines TR24-27</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"><li>Prompts - Write in Response to Reading</li><li>Benchmark Vocabulary Practice</li></ul> <p>Small Group Options:</p> <ul style="list-style-type: none"><li>Guided Reading</li><li>Conference on Independent Reading</li><li>Reading Analysis Support</li><li>Sleuth</li><li>Foundational Skills</li><li>Guided Writing</li></ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"><li>Games/Videos</li><li>Listen to Reading</li></ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"><li>Unlock the Text</li><li>Unlock the Writing</li><li>Performance-Based Assessment</li></ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Lesson  Scaffolded Instruction - Strategic Support If...then...Quick Check  ReadyUp! Intervention	
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### **Unit Title: Gr.K Holidays/Observances/Events**

**Overview:** This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### **NJSLS Social Studies:**

- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **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 principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.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.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.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.



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- **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.
- **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).
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

### NJSLS ELA Reading

- **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).
- **RI.IT.K.3.** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.TS.K.4.** - Recognize common types of informational texts (e.g., biography, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- **RI.PP.K.5.** - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.AA.K.7.** - With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.CT.K.8.** - With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### NJSLS ELA Writing:

- **W.AW.K.1.** - Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)
- **W.IW.K.2.** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. (Introduce a topic. Develop a topic with at least two facts or other information and examples related to the topic, including pictures).

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- **W.NW.K.3** - Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events (Provide a reaction to the experience or events.)
- **W.WR.K.5** - With guidance and support from adults, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- **W.SE.K.6** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.RW.K.7** - With prompting and support, engage in brief but regular writing and drawing tasks.

### **NJSLS ELA Speaking and Listening**

- **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.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **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.

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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.	Individuals from different cultures may have different points of view and experiences.
9.4.2.IML.3:	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.4:	Compare and contrast the way information is shared in a variety of contexts.	Information is shared or conveyed in a variety of formats and sources.

### **Central Idea / Enduring Understanding:**

Scholars will...

### **Essential/Guiding Question:**

Why do we celebrate these holidays/observances/events?

When do we celebrate these holidays/observances/events?

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<ul style="list-style-type: none"><li>● <b>Muslim Heritage Month -</b><ul style="list-style-type: none"><li>○ Highlight and celebrate the history and contributions of American Muslims.</li></ul></li><li>● <b>Dr. Martin L. King, Jr. Day –</b><ul style="list-style-type: none"><li>○ Explain the impact of Dr. King’s speech.</li><li>○ Compare Dr. King’s childhood to their own.</li></ul></li><li>● <b>Holocaust Remembrance Day —</b><ul style="list-style-type: none"><li>○ Discuss the beauty of diversity and differences.</li><li>○ Explain how tolerance and respect for all people is important.</li></ul></li><li>● <b>Freedom Day –</b><ul style="list-style-type: none"><li>○ Explain how oppression hurts people.</li><li>○ Explain the need for rules.</li></ul></li><li>● <b>Black History Month –</b><ul style="list-style-type: none"><li>○ Celebrate the contributions and accomplishments African Americans have made for our society.</li><li>○ Recognize how many important African American influencers and contributors continue to move our society forward.</li></ul></li><li>● <b>President’s Day—</b><ul style="list-style-type: none"><li>○ Demonstrate an understanding of the contributions our leaders have made.</li><li>○ Identify life events, character and history of former presidents of the United States of America.</li></ul></li><li>● <b>Women’s History –</b><ul style="list-style-type: none"><li>○ Describe how people can have an impact on our rights and freedoms</li></ul></li><li>● <b>Diversity Month—</b><ul style="list-style-type: none"><li>○ Explore the meaning of “diversity”.</li><li>○ Explain the importance of kindness, empathy and acceptance.</li></ul></li><li>● <b>Emancipation Day –</b></li></ul>	<p>How do holidays/observances/events help us appreciate different cultures and perspectives?</p> <ul style="list-style-type: none"><li>● <b>Muslim Heritage Month -</b> Month of January</li><li>● <b>Dr. Martin L. King, Jr. Day -</b> Third Monday in January</li><li>● <b>Holocaust Remembrance Day -</b> January 27th</li><li>● <b>Freedom Day -</b> February 1st</li><li>● <b>Black History Month -</b> Month of February</li><li>● <b>President’s Day -</b>3rd Monday in February</li><li>● <b>Women’s History -</b> Month of March</li><li>● <b>Diversity Month-</b> Month of April</li><li>● <b>Emancipation Day -</b> April 16th</li></ul>
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<ul style="list-style-type: none"><li>○ Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples.</li><li>● <b>Earth Day and Arbor Day—</b><ul style="list-style-type: none"><li>○ Recognize the importance of environmental protection and the importance of trees in our environment.</li></ul></li><li>● <b>Asian American Pacific Islander Heritage Month—</b><ul style="list-style-type: none"><li>○ Celebrate the contributions and accomplishments of Asians and Pacific Islanders in the United States.</li></ul></li><li>● <b>Memorial Day –</b><ul style="list-style-type: none"><li>○ Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today.</li><li>○ Identify symbols of the United States and describe their importance.</li></ul></li><li>● <b>Flag Day –</b><ul style="list-style-type: none"><li>○ Describe patriotic symbols and their importance.</li></ul></li><li>● <b>Juneteenth –</b><ul style="list-style-type: none"><li>○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others.</li><li>○ Recognize real people who have demonstrated creativity and innovation by creating new products and services.</li></ul></li><li>● <b>Labor Day—</b><ul style="list-style-type: none"><li>○ Recognize the importance of working hard and perseverance</li><li>○ Celebrate achievements of American workers</li></ul></li><li>● <b>Commodore Barry Day –</b><ul style="list-style-type: none"><li>○ Demonstrate that each of us are unique and special.</li><li>○ Explain the Navy as a branch of the military.</li></ul></li><li>● <b>Hispanic Heritage Month —</b><ul style="list-style-type: none"><li>○ Identify histories, celebrations, and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central, and South America.</li></ul></li></ul>	<ul style="list-style-type: none"><li>● <b>Earth Day and Arbor Day-</b> April 22</li><li>● <b>Asian American Pacific Islander Heritage Month-</b> Month of May</li><li>● <b>Memorial Day</b> - Last Monday of May</li><li>● <b>Flag Day</b> - June 14th</li><li>● <b>Juneteenth</b> - June 19th</li><li>● <b>Labor Day</b> - 1st Monday in September</li><li>● <b>Commodore Barry Day</b> - September 13th</li><li>● <b>Hispanic Heritage Month</b> - September 15th - October 15th</li></ul>
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<ul style="list-style-type: none"> <li>● <b>Constitution Day –</b> <ul style="list-style-type: none"> <li>○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws.</li> </ul> </li> <li>● <b>National Indigenous People Day –</b> <ul style="list-style-type: none"> <li>○ Explain that a globe is a model of the earth and maps are representations of local and distant places.</li> <li>○ Explain how experiences and events of the discovery of America may be interpreted differently by people with different cultural or individual perspectives.</li> <li>○ Identify the different modes of transportation.</li> </ul> </li> <li>● <b>Veteran’s Day –</b> <ul style="list-style-type: none"> <li>○ Demonstrate an understanding of the branches of the military.</li> <li>○ Identify the importance of memorials.</li> </ul> </li> <li>● <b>Thanksgiving Day -</b> <ul style="list-style-type: none"> <li>○ Celebrate gratitude and friendship</li> <li>○ Discuss the fall harvest</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Constitution Day -</b> September 17th</li> <li>● <b>National Indigenous People Day -</b> October 12th</li> <li>● <b>Veteran’s Day -</b> November 11th</li> <li>● <b>Thanksgiving -</b> 4th Thursday in November</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Muslim Heritage Month recognizes the importance of the many religious and cultural traditions of Muslims. This month aims to promote the awareness and appreciation of the many contributions of the members of the Muslim community.</li> <li>● Dr. MLK Jr. Day is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.</li> <li>● Holocaust Remembrance Day is an international memorial day on January 27th that commemorates the victims of the Holocaust.</li> <li>● National Freedom Day is an observance in the United States that honors the signing of a resolution that proposed the 13<sup>th</sup> amendment of the nation’s constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.</li> </ul>	<p><b><u>Skills (Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Civil Rights</li> <li>● Freedom</li> <li>● Oppression</li> <li>● Women’s Suffrage</li> <li>● Underground Railroad</li> <li>● Cultural Diversity</li> <li>● Heroes</li> <li>● Famous African American People</li> <li>● Perseverance</li> <li>● Respect</li> <li>● The Constitution of the United States</li> </ul>

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- Black History Month is an annual observance originating in the United States, where it is also known as African American History Month. We celebrate this holiday during the month of February. Black History Month is celebrated to focus attention on the contributions of African Americans to the United States.
- Presidents' Day is a national holiday to commemorate the birth of two of our most recognizable presidents, George Washington and Abraham Lincoln, in addition to celebrating their achievements in the shaping of our nation.
- Women's History month is celebrated to honor the important contributions and accomplishments of women.
- Diversity Month is observed in April. It is a time to recognize and honor the diversity that surrounds us in all aspects of our lives.
- Emancipation Day is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- Earth Day and Arbor Day are used to display support for environmental protection.
- Asian Pacific Heritage Month is a celebration of Asians and Pacific Islanders in the United States. It is a month dedicated to exploring and honoring the cultures and to recognize the contributions of Asian Americans and Pacific Islander Americans to the United States.
- Memorial Day is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.
- Flag Day is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America.
- Juneteenth is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it

- Map Skills

## Social Studies Grade K

wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were now free.

- Labor Day was created by the labor movement in the late 19th century. It became a federal holiday in 1894. Labor Day pays tribute to the contributions and achievements of American workers.
- Commodore John Barry was an important figure in American history. He is known as "The Father of the American Navy". He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.
- National Hispanic Heritage Month is observed from September 15 - October 15 each year. During this month, Americans celebrate the histories, cultures, and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America. We honor the contributions that Latinos have made to the nation, and also honor the cultural richness of Hispanics (who come from Mexico, Central America, South America, and the Caribbean). Mexican Independence Day - On September 16, Mexicans around the world celebrate the anniversary of the country's independence from Spain.
- Constitution Day is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- National Indigenous People Day is a U.S. holiday that commemorates the landing in the New World on October 12, 1492. We explore how the discovery affected the Native American peoples.
- Veteran's Day is a national holiday celebrated on November 11 to honor military veterans for their service. World War I – known at the time as "The Great War" - officially ended when the Treaty of Versailles was signed



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on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.”

- Thanksgiving Day is a national holiday that is celebrated on the 4th Thursday of November each year. The first Thanksgiving was celebrated by the Pilgrim colonists and the Wampanoag Native Americans in 1621 in which both groups of people shared an autumn harvest that lasted three days.

### Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, various cultures through month-long acknowledgement, language awareness, and environmental conservation.

## Stage 2: Assessment Evidence

### Performance Task(s):

- **Written Products**
  - o Interviews
  - o Journal Responses
  - o Learning Logs
  - o Lists
  - o Graphic Organizers
  - o Exit Tickets
  - o Quizzes
- **Artistic Products**
  - o Posters, Charts,
  - o Graphs, Diagrams
  - o Projects
  - o Illustrations with Captions
  - o Murals, Dioramas, Collages
  - o Photographs
- **Multiple-form Products (Writing, Drawing, and Speaking)**
  - o Oral Presentations
  - o Debates
  - o Role Play
  - o Reenactments

### Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Class and Group Discussion
- Student Participation - Individual and Group
- Cooperation
- Collaboration

# Social Studies Grade K

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Muslim Heritage Month**

- Read *Golden Domes and Silver Lanterns* by Hena Khan. Discuss the significance of the colors described in the book. Complete writing "My favorite color is \_\_\_\_ for \_\_\_\_."

#### **Dr. Martin Luther King, Jr.**

- Read aloud *Martin's Big Words* by D. Rappaport. Discuss why Martin Luther King's speeches had such a great impact on America.
- Have students share information they know about Dr. King and record on a KWL chart. Read *A Picture Book of Martin Luther King, Jr.* by David A. Adler. Encourage children to share the connections they are making between Dr. King's childhood and their own.

#### **Holocaust Remembrance Day**

- Read aloud *What Makes Us Unique* by Dr. Jillian Roberts. Explain to students that we are all different. Have students draw a picture of themselves and have them write or share one thing that makes them special or unique.
- Listen/watch *Harry Kindergarten Song - We Show Acceptance*. Have students turn and talk with a partner about how they are different and alike from one another.

#### **Freedom Day**

- Read *One* by Kathryn Otoshi. Discuss with students rights and freedoms. Have students identify who had the power, who were oppressed, what ended the oppression, and what can be done to prevent it in the future.

#### **Black History Month**

- Watch the video/song *Black People Who Change the World*. Have students draw a picture of how they can change the world or what they would like to be when they grow up.

### Resources:

#### **Muslim Heritage Month**

- *Golden Domes and Silver Lanterns* by Hena Khan
- [Celebrating Muslim Heritage Month through Colors and Symbols](#)
- [Muslim Heritage Month Coloring and Activity Book](#)
- [Book Suggestions](#)

#### **Dr. Martin Luther King, Jr.**

- [Martin's Big Words by D. Rappaport](#) (or similar book)
- [The Story of Martin Luther King, Jr. by Kid President](#)
- KWL Chart
- [A Picture Book of Martin Luther King, Jr. by David A. Adler](#) (or similar book)
- [Explanation for Kindergarten: Martin Luther King Jr.](#)

#### **Holocaust Remembrance Day**

- [What Makes Us Unique by Dr. Jillian Roberts](#)
- Foundations Paper
- [Harry Kindergarten Music - We Show Acceptance](#)

#### **Freedom Day**

[One by Kathryn Otoshi](#)

#### **Black History Month**

- [Black People Who Change the World video/song](#)
- Foundations paper

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- Watch the video *Civil Rights Act of 1964 - Montgomery Bus Boycott for Kids*. Have the students use words to describe Rosa Parks (brave, strong, hero, etc.)
- Read *Mae Among The Stars* by Roda Ahmed. Discuss how Mae Jemison persevered. Mae believed in something and worked hard for it and she was able to attain it. Give students a blank piece of paper and have them follow a direct drawing of a rocketship.
- Listen to Karamo Brown read, *I Am Perfectly Designed*. A father and son share memories, talk about their feelings, and find strength in being exactly who they are. Have students identify something they love about themselves.

### Presidents' Day

- Read President's Day by Anne Rockwell or The Little President: A Presidential Primer by Joan Holub. Discuss with students George Washington, Abraham Lincoln and other presidents of the United States of America.
- George Washington and Abraham Lincoln Craft: Using Construction paper to create faces of both presidents, including key details (hats, beards, hair, etc) to easily identify each president.
- Writing Task: If I Were President
- Read Duck for President by Doreen Cronin. Discuss with students if they would want to become the President. Have students create campaign posters, using words and phrases to describe themselves.

### Women's History

- Read aloud *A is For Awesome* by Eva Chen and discuss 23 iconic women in history. Have students select an iconic woman and tell about her.

### Diversity Month

- Read All Are Welcome by Alexandra Penfold and discuss the word "diversity".
- Read Everyone Matters Parr and discuss the meaning of respect.
- Read It's Okay to be Different by Todd Parr and have students create a self portrait.
- Read We're Different, We're the Same by Bobbi Kates and have students share interests, discuss similarities and differences.
- Have families share traditions, music, or food that is unique to their culture.

- [Civil Rights Act of 1964 - Montgomery Bus Boycott for Kids](#)
- [Mae Among The Stars by Roda Ahmed](#)
- [Rocketship drawing link](#)
- [I Am Perfectly Designed](#)

### Presidents' Day

- [President's Day by Anne Rockwell, The Little President: A Presidential Primer by Joan Holub](#) (or any similar text)
- Material to make the George Washington and/or Abraham Lincoln Craft
- Foundations lined paper
- [Duck for President by Doreen Cronin](#) (or a any similar text)
- Material for campaign posters

### Women's History

- [A is For Awesome](#) by Eva Chen

### Diversity Month

- The following texts or any similar text
  - [All Are Welcome by Alexandra Penfold](#)
  - [It's Okay to Be Different by Todd Parr](#)
  - [We're Different, We're the Same by Bobbi Kates](#)
- Materials for a self-portrait

## Social Studies Grade K

### Emancipation Day

- Read aloud *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold. Discuss how an underground railroad is not a train, but a way people helped each other. Students create a picture of something they can do because they are free and write a sentence about what they can do. Scaffold writing according to student ability.

### Earth Day and Arbor Day

- Students watch/sing Earth Day Song and do a turn and talk to brainstorm how they can care for the Earth.
- Writing Task: I can care for my Earth by...
- Earth craft: Paper plate with small pieces of blue and green paper to look like the Earth.
- Read a book about trees and discuss their importance.
- Watch a video clip of Arbor Day facts for kids.
- Plant seeds to grow new trees and/or plants.
- Create a bark rubbing using paper and a crayon.

### Asian Pacific American Heritage Month

- Demonstrate Southeast Asia and the Pacific Islands on a map on Smartboard and point out specific lands or islands that students may be unfamiliar with (Samoa, Fiji, etc.).
- Show clips of Polynesian dances (resources attached). Discuss that Polynesian culture and traditions have influenced the United States. Focus on how Polynesian dances and the clothing worn have become accepted in the United States and in many movies that the students are familiar with, such as Moana and Lilo and Stitch.
- Students learn and practice Polynesian dance moves (dance video resource attached). Students can perform Polynesian dance steps for other staff, students, and parents.

### Memorial Day

- Read the story *Hero Dad* by Melinda Hardin. Discuss the terms courage, bravery, and heroism with students. Have students draw a picture of something they did that was brave. Discuss the importance of Memorial Day and how Americans show their pride on American holidays. Have students create a windsock with construction paper and streamers.

### Emancipation Day

- [\*Aunt Harriet's Underground Railroad in the Sky\* by Faith Ringgold](#) (or similar book)

### Earth Day and Arbor Day

- Materials to make Earth craft
- Foundations lined paper
- [Jack Hartmann Earth Day Song](#)
- [Arbor Day Facts for Kids](#)
- Seeds for planting new trees and/or plants

### Asian Pacific American Heritage Month

- [Moana We Know The Way Dance](#)
- [Disney Asian Pacific Heritage](#)
- [Hula Lula Song for Kids](#)

### Memorial Day

- [Hero Dad by Melinda Hardin](#)
- paper for illustrations, can make into a class book
- <http://www.enchantedlearning.com/crafts/windsock/>
- [Social Studies Weekly - Memorial Day](#)

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## Flag Day

- Read aloud *I Pledge Allegiance* by Bill Martin, Jr. Discuss the meaning of the words to "The Pledge of Allegiance." Discuss why the flag has 13 stripes and 50 stars. Students use construction paper and other art materials to make an American flag. Have students use their flags in a patriotic parade to celebrate Memorial Day or Flag Day.
- Review the word, patriotism and what it means. Discuss that people show patriotism by displaying the American flag. Students think of reasons to fly the flag. Students draw a self-portrait, add a picture of the American flag to their self-portrait, and then write a sentence of their reason for flying the flag.

## Juneteenth

- Explain to students that Juneteenth is a celebration of freedom. One of those freedoms was the freedom to learn. Slaves were kept from learning to read and write until slavery was abolished. Show students pictures of African-American inventors and their inventions. Discuss their contributions.

## Labor Day

- Explain to students that labor day celebrates the contributions of workers in America. Show a short video about Labor Day facts for kids.
- Read the story *Clifford Gets a Job* by Norman Bridell. Make a word web of different kinds of jobs. Students draw a picture of a job they would like to have.

## Commodore Barry

- Discuss the contributions Commodore John Barry made to the United States and that he is known as the father of the United States Navy. Discuss how the term father is used to explain that someone helped start something or came up with a new idea. Students draw a picture of themselves starting something new.

## Hispanic Heritage Month

- Read *Amelia's Show and Tell Fiesta* by Mimi Chapra (book from Journeys reading series). Discuss Amelia's island home and her special dress that she brings in for her first show and tell. Discuss why the dress is

## Flag Day

- [I Pledge Allegiance by Bill Martin, Jr.](#)
- Definition of patriotism
- materials to make an American flag
- [Social Studies Weekly - Flag Day](#)

## Juneteenth

- Pictures of African-American inventors and their inventions
- <https://www.ducksters.com/holidays/juneteenth.php>
- See individual school folders that were created June 2021 in Google
  - <https://drive.google.com/drive/folders/1r6mGtyRBI23GiGG3OfCAzeQWZ2NJDkxt>

## Labor Day

- [Labor Day Facts for Kids\(video 1\)](#)
- [Labor Day Facts for Kids \(video 2\)](#)
- [Clifford Gets a Job](#) by Norman Bridell.
- Chart paper, drawing paper and supplies

## Commodore Barry

- [Commodore Barry Bridge](#)
- paper for drawing
- [Commodore Barry](#)

## Hispanic Heritage Month

- [Amelia's Show and Tell Fiesta](#) by Mimi Chapra
  - \*Item from home for show and tell
- [Gracias\\*Thanks](#) by Pat Mora

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important to Amelia. Encourage students to bring in an item from home for show and tell that is special to them.

- Read *Gracias\*Thanks* by Pat Mora. In this book, a Mexican-American boy discusses all of the things he is thankful for in Spanish and in English. After reading, make a class list of things in our world to be thankful for. Students will draw a picture of something they are thankful for. Can be made into a class book.
- Make a mini Pinata for an art project. Can read *I Love Saturdays y Domingos* from ReadyGen, or just display the illustration of the character hitting the pinata at her birthday party.

### **Constitution Day**

- Read aloud *We the Kids: The Preamble to the Constitution of the United States* by David Catrow. Review the meaning of the Preamble with students. Discuss the diversity of the children depicted in the book.
- Discuss with students how the Constitution provides everyone with rights, like the right to own personal property. Explain that all citizens have these rights. Compare these rights to classroom rules and those rules help protect students' individual rights.

### **National Indigenous People Day**

- Read the story *Kamik: An Inuit Puppy Story*. Discuss traditions of long ago and the history of Native Americans.
- Acknowledge the Native American peoples that were encountered and how they were affected.
- Watch the short video presented by Hey! Let's Go! to show the importance of Indigenous Peoples Day.

### **Veteran's Day**

- Read *Veterans - Heroes in Our Neighborhood* by Valerie Pfundstein. Discuss with students the branches of the military.
- Discuss the importance of the Memorial Monument in Browns Mills located at the intersection of Trenton Road and Circle Drive. Have students draw a picture of a monument to honor future Veterans.
- History of Veteran's Day

- *I Love Saturdays y Domingos* by Alma Flor Ada

### **Constitution Day**

- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow (or similar book)
- List of classroom rules
- Copy of the Constitution
- Social Studies Weekly [Studies Weekly Patriotism](#)

### **National Indigenous People Day:**

- Indigenous People Day video for kids: [https://youtu.be/nET5LBB\\_wLE](https://youtu.be/nET5LBB_wLE)
- Read aloud: *Kamik: An Inuit Puppy Story*

### **Veteran's Day**

- *Veterans - Heroes in Our Neighborhood* by Valerie Pfundstein
- <https://www.va.gov/opa/vetsday/vetdayhistory.asp>
- [https://www.ducksters.com/holidays/veterans\\_day.php](https://www.ducksters.com/holidays/veterans_day.php)
- [Social Studies Weekly - Veteran's Day](#)

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### Thanksgiving

- Discuss the first Thanksgiving by reading the book *The Very First Thanksgiving Day* by Rhonda Gowler Greene. Discuss characteristics of the Wampanoag Native Americans and the Pilgrims. Make a Native American craft (such as a paper bag Native American, Native American Headdress, or popsicle stick teepee). Make a Pilgrim craft (such as a pilgrim hat, Mayflower, or paper plate Pilgrim).
- Read the story *Thanks for Thanksgiving* by Julie Markes. Make a list of things to be thankful for. Discuss the meaning of the word gratitude. Have the students draw a picture of something they are thankful for.

### Thanksgiving

- [Video for kids about the 1st Thanksgiving:](#)
- [The Very First Thanksgiving Day](#) by Rhonda Gowler Greene.
- [Native American Crafts Link:](#)
- Pilgrim Crafts Link: <https://funfamilycrafts.com/pilgrim-crafts-kids/>
- [Thanks for Thanksgiving](#) by Julie Markes
- <https://online.studiesweekly.com/teacher/account/resources/k-2-videos> - Social Studies Weekly - Thanksgiving
- Chart paper, paper and drawing supplies

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize technology	Utilize technology	Utilize Technology	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Provide interest-based learning choices	Provide interest-based learning choices	Provide interest-based learning choices	
Student-led activities	Provide student work samples	Provide student work samples	
Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills	Pair with on grade or higher achieving students to problem solve.	
Critical thinking questions	Critical thinking questions	Modify critical thinking questions	
	Small group instruction	Small group instruction	ELL supports should include, but are not limited to, the following:  Extended time  Provide visual aids
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities-kinesthetic, visual, auditory, tactile	
		Paired projects with teacher guidance	
		Flexible time allotment	



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		Paired repetition of content	<p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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### Pacing Guide

Course Name	Resource	Standards
<b>MP 1</b>		
UNIT 1 Module A Living Together: This Is Home 13 days	ReadyGen Literacy-Unit 1 Module A Module A-PBA- Narrative Writing 13 days	Social Studies and ELA as determined in previous indicators
UNIT 2 Module A Understanding Then and Now 13 days	ReadyGen Literacy-Unit 2 Module A Module A-PBA- Narrative Writing 13 days	Social Studies and ELA as determined in previous indicators
<b>MP 2</b>		
UNIT 2 Module B Understanding Then and Now 12 days	ReadyGen Literacy-Unit 2 Module B Module B-PBA- Opinion Writing 12 days	Social Studies and ELA as determined in previous indicators
UNIT 3 Module A Predicting Change 13 days	ReadyGen Literacy-Unit 3 Module A Module A-PBA- Narrative Writing 13 days	Social Studies and ELA as determined in previous indicators
UNIT 3 Module B Predicting Change 12 days	ReadyGen Literacy-Unit 3 Module B Module B-PBA- Informative Writing 12 days	Social Studies and ELA as determined in previous indicators
<b>MP 3</b>		
UNIT 4 Module A Learning About Each Other and the World 13 days	ReadyGen Literacy-Unit 4 Module A Module A-PBA- Narrative Writing 13 days	Social Studies and ELA as determined in previous indicators

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UNIT 4 Module B Learning About Each Other and the World 12 days	ReadyGen Literacy-Unit 4 Module B Module B-PBA- Informative Writing 12 days	Social Studies and ELA as determined in previous indicators
UNIT 5 Module A Knowing About Patterns and Structures 13 days	ReadyGen Literacy-Unit 5 Module A Module A-PBA- Opinion Writing 13 days	Social Studies and ELA as determined in previous indicators
<b>MP 4</b>		
UNIT 6 Module A Knowing About Patterns and Structures 13 days	ReadyGen Literacy-Unit 6 Module A Module A-PBA- Opinion Writing 13 days	Social Studies and ELA as determined in previous indicators
UNIT 6 Module B Knowing About Patterns and Structures 12 days	ReadyGen Literacy-Unit 6 Module B Module B-PBA- Opinion Writing 12 days	Social Studies and ELA as determined in previous indicators
<b>MP 1-4</b>		
Holidays/Observances/Events Taught throughout the school year, based on the Pemberton Township cultural calendar dates.	ReadyGen Literacy Varied and Multiple	Determined by the above cultural calendar