

New Pathways

# HILLSIDE PUBLIC SCHOOLS

New Possibilities

## Social Studies

Course: Social Studies  
Kindergarten

## Essential Course Information

Course Revision  
Full Year

## Course Overview

Kindergarten students will explore their community, their role in the world around them, and how people work together to meet needs and solve problems. Kindergarteners will learn about community helpers, jobs, basic economics, history, and culture while developing an understanding of how families and communities are connected. Through discussions, stories, and hands-on activities, students will build respect for different cultures, learn about the past and present, and recognize their importance as active members of their community

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Board of Education Approval May 21, 2026

**Hillside Public Schools**  
**Kindergarten Social Studies Curriculum**

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| <a href="#">Unit 3</a> | Community Jobs & Economics                    |
| <a href="#">Unit 4</a> | A Kindergartener's Guide to History & Culture |

| Unit 1: My Community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Grade: Kindergarten | Pacing: 3 - 40 minute periods per week<br>(9 weeks) |
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| <p style="text-align: center;"><b>Unit Overview</b></p> <p>In this unit, kindergarten students will be introduced to <b>Social Studies</b>, <i>the study of how people live, work, and interact in their communities</i>. As their first experience with this content area, students will begin to understand how people work together, follow rules, and take responsibility.</p> <p>Students will explore why rules are important at home, in school, and in the community, and how they help keep everyone safe and ensure fairness. They will also learn about community helpers, such as teachers and local leaders, and how each person contributes to making the community a better place. Through engaging activities and discussions, students will build a foundational understanding of rules, responsibility, and community.</p> |                     |                                                     |

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| New Jersey Student Learning Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <u>Content Standards</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>Computer Science and Design Thinking</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Career Readiness, Life Literacies, and Key Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Interdisciplinary Connections</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>NJSLS Social Studies Standards:</b></p> <p><b>6.1.2.CivicsPI.1:</b> Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p><b>6.1.2.CivicsPI.2:</b> Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p><b>6.1.2.CivicsPI.3</b> Explain how individuals work with different levels of government to make rules.</p> <p><b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</p> | <p><b>Standards</b></p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</p> <p><b>8.1.2.NI.3:</b> Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.</p> <p><b>8.1.2.NI.4:</b> Explain why access to devices need to be secured.</p> <p><b>8.1.2.IC.1:</b> Compare how individuals live and work before and after the implementation of new computing technology.</p> | <p><b>Standards</b></p> <p><b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community.</p> <p><b>9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> <p><b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p><b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> | <p><b>English Language Arts Standards:</b></p> <p><b>(W.K.2):</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</p> <p><u>Connection to Social Studies:</u><br/>Students will write about their community, describing its people, roles, and places. They might illustrate their community and explain its features through writing or dictation.</p> <p><b>(L.K.5):</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><u>Connection to Social Studies:</u><br/>Students will be introduced to key community-related vocabulary (e.g., neighbor, mayor, school, fire station) and</p> |

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| <p><b>6.1.2.CivicsPD.1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPD.2:</b> Establish a process for how individuals can effectively work together to make decisions.</p> <p><b>6.1.2.CivicsDP.1:</b> Explain how national symbols reflect on American values and principles.</p> <p><b>6.1.2.CivicsDP.2:</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p><b>6.1.2.CivicsCM.1:</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p><b>6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain</p> |  | <p><b>9.4.2.DC.2:</b> Explain the importance of respecting the digital content of others.</p> <p><b>9.4.2.DC.3:</b> Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</p> <p><b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments.</p> <p><b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)</p> <p><b>9.4.2.IML.2:</b> Represent data in a visual format to tell a story about the data.</p> | <p>use it in context to explain the functions and roles in their community.</p> <p><b>RI.CR.K.1 / RL.CI.K.2:</b> With prompting and support, ask and answer questions about key details in informational texts (e.g., who, what, where, when, why, how). With prompting and support, retell familiar stories, including key details.</p> <p><u>Connection to Social Studies:</u> Students will engage with informational texts and stories about communities, focusing on how people live, work, and interact. They will ask and answer questions about community roles, places, and responsibilities, and retell stories that highlight community life, cooperation, and the importance of rules and helping others.</p> <p><b>SL.PI.K.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> |
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| <p>characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.CivicsCM.3:</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> |  |  | <p><u>Connection to Social Studies:</u><br/>Students will describe familiar people and places within their community, such as family members, teachers, classmates, school, and community locations (e.g., fire station, library, neighborhood). They will use oral language to share details about how these people and places contribute to community life and how they interact within it.</p> <p><b>Science:</b><br/><b>K-2-ETS1-1:</b> Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p><b>Math:</b><br/>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Count the</p> |
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| <p style="text-align: center;"><b>Vertical Integration</b><br/><b>NJSLS Social Studies (K–2 Grade Band)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                       |
| <p><b>Prior Learning</b><br/><i>In Pre-K, students begin developing an understanding of community by recognizing people, roles, and rules that help maintain order. This is reflected in standards such as 6.1.P.A.1–3 (community roles and rules), 6.2.P.A.1–2 (basic government and responsibility), and 6.4.P.A.1–2 (work, goods, and needs/wants).</i></p> <p><b>Standard 6.1: U.S. History: America in the World</b></p> <ul style="list-style-type: none"> <li>● <b>6.1.P.A.1:</b> Recognize that people have different jobs in the community.</li> <li>● <b>6.1.P.A.2:</b> Identify members of the community and their roles (e.g., police, fire fighters, teachers).</li> <li>● <b>6.1.P.A.3:</b> Recognize the concept of rules and laws in the community (e.g., safety rules, school rules).</li> </ul> <p><b>Standard 6.2: Civics, Government, and Human Rights</b></p> |  | <p><b>Future Learning</b><br/><i>By Grade 2, students build on this foundation and move toward explanation and analysis. They expand their understanding of government by examining leadership roles and decision-making processes (6.1.2.CivicsPI.1, 6.1.2.CivicsPI.3), and they evaluate the purpose and fairness of rules and laws (6.1.2.CivicsPR.1, 6.1.2.CivicsPR.3). Students also begin to apply democratic principles such as fairness and respect (6.1.2.CivicsDP.2) and demonstrate civic responsibility and collaboration (6.1.2.CivicsCM.1, 6.1.2.CivicsCM.2). In addition, their early understanding of economics deepens as they explore goods and services within and beyond their community (6.1.2.EconEM.2) and are introduced to broader concepts like supply and demand (6.1.2.EconET.3). Students also begin connecting past to present through historical thinking (6.1.2.HistoryCC.3).</i></p> |                                                                                                                                                                                                                                                       |

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| <ul style="list-style-type: none"><li>● <b>6.2.P.A.1:</b> Recognize that a community has a government that makes decisions and creates rules to help people live together.</li><li>● <b>6.2.P.A.2:</b> Recognize the importance of individual responsibility in making a community a good place to live.</li><li>● <b>6.2.P.A.3:</b> Identify people who help in the community (e.g., police officers, fire fighters).</li></ul> <p><b>Standard 6.3: Geography, People, and the Environment</b></p> <ul style="list-style-type: none"><li>● <b>6.3.P.A.1:</b> Identify various types of places in the community (e.g., school, home, playground, stores).</li><li>● <b>6.3.P.A.2:</b> Recognize basic geographic concepts (e.g., maps, locations, directions, near/far).</li><li>● <b>6.3.P.A.3:</b> Understand that people live in different places and their communities may be small or large.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                              |
| <b>ESTABLISHED GOAL</b><br><br>The goal of this unit is for kindergarten students to build a foundational understanding of Social Studies as the study of people, communities, and how individuals live, work, and interact with one another. Students will explore the importance of rules,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>ENDURING UNDERSTANDINGS</b>                                                                                                                                                                                                                                                                                                                                         | <b>ESSENTIAL QUESTIONS</b>                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>Students will understand that...</u> <ul style="list-style-type: none"><li>● Social Studies helps us understand how people live, work, and follow rules in a community.</li><li>● School is where we learn new things.</li><li>● Learning means discovering something we didn't know before.</li><li>● We can choose how to behave while we're at school.</li></ul> | <ol style="list-style-type: none"><li>1. What is Social Studies, and how does it help us understand our community?</li><li>2. Why are the choices we make important?</li><li>3. What qualities make someone a good citizen?</li><li>4. What are the characteristics of a good leader?</li><li>5. Are we more similar or different from each other?</li></ol> |

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| <p>responsibility, cooperation, and fairness at home, in school, and within the community, and understand how rules help people stay safe, solve problems, and work together successfully. Students will recognize that individuals have roles and responsibilities that contribute to the well-being of others and the communities to which they belong.</p> | <ul style="list-style-type: none"> <li>• Cooperating means working together as a team.</li> <li>• Sharing is one of our classroom rules.</li> <li>• When we have a problem, we need to find a solution to fix it.</li> <li>• A rule is something we must follow to keep us safe.</li> <li>• A community is a place where people live and work together.</li> <li>• A law is a rule in the community that everyone must follow.</li> <li>• A leader helps make rules and guides us to follow them.</li> <li>• Parents, teachers, and coaches are examples of leaders.</li> <li>• A government is a group of people who create and enforce rules and laws.</li> <li>• A citizen is someone who belongs to a state or country.</li> <li>• Good citizens help others and follow the rules and laws.</li> <li>• A right is something you are allowed to do, while a responsibility is something you should do.</li> </ul> | <ol style="list-style-type: none"> <li>6. How have I changed over time?</li> <li>7. Why is it important to know where something is located?</li> <li>8. What is my role in my family and at school?</li> <li>9. How can I resolve disagreements in a peaceful way?</li> <li>10. Why are rules necessary?</li> </ol> |
|                                                                                                                                                                                                                                                                                                                                                               | <p style="text-align: center;"><b><i>Acquisition</i></b></p> <p><u>Students will be able to...</u> (<i>Depth of Knowledge</i>)</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of unit-specific vocabulary by defining key terms and applying them appropriately in discussion, writing, and analysis</li> <li>• An understanding of what a community is</li> <li>• Knowledge of rules and responsibilities at home, school, and in the community</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                     |

- An understanding of why rules are important for safety and fairness
- Knowledge of community helpers and the roles they play
- Vocabulary related to communities (e.g., community, rules, responsibility, helper, neighbor, school)
- The ability to describe familiar people, places, and roles within their community

#### **DOK Level 1: Recall and Reproduction**

- **Description:** Students will recall basic facts, definitions, and concepts about communities and good citizenship. They will demonstrate understanding through simple activities that involve recall or basic comprehension.
- **Learning Target Examples:**
  - **What is a community?**
    - Students can identify and list different types of communities (family, classroom, neighborhood).
  - **Who are community helpers?**
    - Students can name common community helpers (police officers, teachers, doctors, etc.).
  - **Classroom Rules:**
    - Students will recall and describe specific classroom rules and their importance.

#### **Instructional Activities for DOK Level 1:**

- **Matching activities:** Match community helpers to their roles (e.g., "A teacher helps students learn").
  - **Short-answer questions:** Ask students, "What is a rule we follow in our classroom?" and have them respond with specific examples.
  - **Drawings:** Have students draw a picture of their family and identify their role in the community.
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|  | <p><b>DOK Level 2: Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>● <b>Description:</b> Students will explain concepts, organize information, and demonstrate basic understanding through short tasks that involve making connections or organizing information.</li> <li>● <b>Learning Target Examples:</b> <ul style="list-style-type: none"> <li>○ <b>Roles in Communities:</b> <ul style="list-style-type: none"> <li>■ Students explain the roles of community members (e.g., what does a teacher do in the classroom?).</li> </ul> </li> <li>○ <b>Good Citizenship:</b> <ul style="list-style-type: none"> <li>■ Students describe behaviors that demonstrate good citizenship, both at school and at home.</li> </ul> </li> <li>○ <b>Rules and Laws:</b> <ul style="list-style-type: none"> <li>■ Students explain why rules and laws are important and give examples of rules in their community.</li> </ul> </li> </ul> </li> </ul> <p><b>Instructional Activities for DOK Level 2:</b></p> <ul style="list-style-type: none"> <li>● <b>Cause and effect:</b> Ask students to describe how breaking a rule could affect the community.</li> <li>● <b>Group work:</b> Students collaborate to create a list of behaviors that show respect in a community.</li> <li>● <b>Role-playing:</b> Have students act out scenarios showing both good and bad citizenship behaviors.</li> </ul> <hr/> <p><b>DOK Level 3: Strategic Thinking</b></p> <ul style="list-style-type: none"> <li>● <b>Description:</b> Students engage in more complex reasoning, where they must make decisions, solve problems, and apply knowledge in new situations. They make connections between multiple concepts and can begin to analyze and synthesize information.</li> <li>● <b>Learning Target Examples:</b></li> </ul> |
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|  | <ul style="list-style-type: none"> <li>○ <b>Leadership and Voting:</b> <ul style="list-style-type: none"> <li>■ Students will analyze how leadership works in their classroom and community, making decisions about how to vote and why voting is an important way to make decisions.</li> </ul> </li> <li>○ <b>Making Decisions in a Community:</b> <ul style="list-style-type: none"> <li>■ Students will discuss how community decisions are made (e.g., how we vote for leaders or decide on class activities) and the importance of democratic decision-making.</li> </ul> </li> <li>○ <b>Collaborating for the Common Good:</b> <ul style="list-style-type: none"> <li>■ Students can identify and explain how working together and following rules helps create a positive environment for everyone.</li> </ul> </li> </ul> <p><b>Instructional Activities for DOK Level 3:</b></p> <ul style="list-style-type: none"> <li>● <b>Classroom election:</b> Students will participate in a mock election, discuss the importance of voting, and make decisions as a group (e.g., voting for a class representative or decision on a community activity).</li> <li>● <b>Discussion and analysis:</b> Have students discuss the role of a good citizen and how they can make their community better by following rules and voting.</li> <li>● <b>Problem-solving scenarios:</b> Present a situation where students need to decide what a good citizen would do (e.g., “What should we do if someone in the classroom breaks a rule?”).</li> </ul> <hr/> <p><b>DOK Level 4: Extended Thinking</b></p> <ul style="list-style-type: none"> <li>● <b>Description:</b> At this level, students engage in extended problem-solving, creating new ideas or products based on their learning. They reflect critically on the concepts and take on projects that involve synthesizing information, making long-term plans, or considering broader societal implications.</li> <li>● <b>Learning Target Examples:</b> <ul style="list-style-type: none"> <li>○ <b>Good Citizenship Projects:</b></li> </ul> </li> </ul> |
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|                            | <ul style="list-style-type: none"> <li>■ Students could plan and carry out a small class project aimed at improving their classroom or home community by demonstrating citizenship skills.</li> <li>○ <b>Reflection on Leadership:</b> <ul style="list-style-type: none"> <li>■ Students might reflect on what makes a good leader and apply these traits to their own lives, possibly in a presentation or written reflection.</li> </ul> </li> <li>○ <b>Analyzing Citizenship in Action:</b> <ul style="list-style-type: none"> <li>■ Students could take on the task of creating a plan for how their class or community can be better, using good citizenship as a guiding principle.</li> </ul> </li> </ul> <p><b>Instructional Activities for DOK Level 4:</b></p> <ul style="list-style-type: none"> <li>● <b>Community Action Project:</b> Students could create a “community improvement” project to enhance their classroom environment or home setting, integrating leadership and citizenship skills.</li> <li>● <b>Collaborative Discussion:</b> In groups, students might research and present a "How We Can Be Good Citizens" plan for their class, deciding on actionable goals.</li> <li>● <b>Class Reflection:</b> Have students write a letter or story reflecting on how their classroom operates like a community and what changes they could make to improve it as good citizens.</li> </ul> |
| <b>Stage 2 Evidence</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                            | <ul style="list-style-type: none"> <li>● Pre-assessments of students’ prior knowledge in the form of a survey, KWL chart, or writing prompt</li> <li>● Demonstrations/role-playing that verify the knowledge and skills learned</li> <li>● Anecdotal notes</li> <li>● Teacher observations</li> <li>● Drawings, labeling, and descriptions</li> <li>● Class/group discussions</li> <li>● Student/group presentation and projects (PBL)</li> <li>● Teacher and student created rubrics</li> <li>● Quizzes provided on SAVVAS or similar curricular resource</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                 | <ul style="list-style-type: none"><li>• Chapter test provided on SAVVAS or similar curricular resource</li><li>• Build a test option included with each chapter</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                                                |           |              |                                                 |                                                        |                                       |                                                |                              |                                                       |                                                |                             |                                          |                                            |                                    |                                         |                              |                                                  |                                  |                                    |
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| <a href="#">Task Rubrics:</a>                   | <p>Formative Assessment and other evidence:<br/>Peer Feedback<br/>Student Self Assessments<br/>Exit Tickets</p> <p><b>Sample Assessment: “Good Citizen Book” Project Rubric</b></p> <table><tr><th>Criteria</th><th>3 – Exceeds</th><th>2 – Meets</th><th>1 – Emerging</th></tr><tr><td><b>Understanding of Rules &amp; Citizenship</b></td><td>Clearly explains at least 3 rules and their importance</td><td>Explains 2 rules and their importance</td><td>Explains 1 rule or shows limited understanding</td></tr><tr><td><b>Illustrations/Visuals</b></td><td>Drawings clearly depict community roles and behaviors</td><td>Drawings depict some community roles/behaviors</td><td>Drawings unclear or minimal</td></tr><tr><td><b>Participation &amp; Collaboration</b></td><td>Actively shares ideas and listens to peers</td><td>Shares ideas but limited listening</td><td>Rarely participates or listens to peers</td></tr><tr><td><b>Neatness &amp; Effort</b></td><td>Project is complete, neat, and thoughtfully done</td><td>Project mostly complete and neat</td><td>Project incomplete or lacks effort</td></tr></table> | Criteria                                       | 3 – Exceeds                                    | 2 – Meets | 1 – Emerging | <b>Understanding of Rules &amp; Citizenship</b> | Clearly explains at least 3 rules and their importance | Explains 2 rules and their importance | Explains 1 rule or shows limited understanding | <b>Illustrations/Visuals</b> | Drawings clearly depict community roles and behaviors | Drawings depict some community roles/behaviors | Drawings unclear or minimal | <b>Participation &amp; Collaboration</b> | Actively shares ideas and listens to peers | Shares ideas but limited listening | Rarely participates or listens to peers | <b>Neatness &amp; Effort</b> | Project is complete, neat, and thoughtfully done | Project mostly complete and neat | Project incomplete or lacks effort |
| Criteria                                        | 3 – Exceeds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2 – Meets                                      | 1 – Emerging                                   |           |              |                                                 |                                                        |                                       |                                                |                              |                                                       |                                                |                             |                                          |                                            |                                    |                                         |                              |                                                  |                                  |                                    |
| <b>Understanding of Rules &amp; Citizenship</b> | Clearly explains at least 3 rules and their importance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Explains 2 rules and their importance          | Explains 1 rule or shows limited understanding |           |              |                                                 |                                                        |                                       |                                                |                              |                                                       |                                                |                             |                                          |                                            |                                    |                                         |                              |                                                  |                                  |                                    |
| <b>Illustrations/Visuals</b>                    | Drawings clearly depict community roles and behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Drawings depict some community roles/behaviors | Drawings unclear or minimal                    |           |              |                                                 |                                                        |                                       |                                                |                              |                                                       |                                                |                             |                                          |                                            |                                    |                                         |                              |                                                  |                                  |                                    |
| <b>Participation &amp; Collaboration</b>        | Actively shares ideas and listens to peers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Shares ideas but limited listening             | Rarely participates or listens to peers        |           |              |                                                 |                                                        |                                       |                                                |                              |                                                       |                                                |                             |                                          |                                            |                                    |                                         |                              |                                                  |                                  |                                    |
| <b>Neatness &amp; Effort</b>                    | Project is complete, neat, and thoughtfully done                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Project mostly complete and neat               | Project incomplete or lacks effort             |           |              |                                                 |                                                        |                                       |                                                |                              |                                                       |                                                |                             |                                          |                                            |                                    |                                         |                              |                                                  |                                  |                                    |

### Stage 3 Learning Plan

(Goal: Meet with students at least 3 times per week 40 minutes)

#### Materials and Resources

Instruction is guided by the [New Jersey Student Learning Standards \(NJSLS\) for Social Studies](#). The district-approved resource, Savvas *MyWorld Social Studies* and Savvas *Realize* (digital platform), are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs.

#### Scope & Sequence (Units 1-4)

#### **Savvas myWorld Interactive Curricular Resource:**

[Chapter 1: Learning & Working Together](#)

#### **Weekly Pacing Guide:**

##### **Week 1**

Lesson Focus: Chapter Opener – Learning & Working Together + Quest Shared Discussion: Make a Rule for Your Class!

Literacy Skills: SL.K.1 (collaborative discussion), RI.K.1 (ask/answer questions)

Mandates: Laura Wooten (adapted) – rules as foundation of democracy; Diversity & Inclusion – all voices matter

- Chapter Opener: Learning and Working Together
- Quest Shared Discussion: Make a Rule for Your Class!

##### **Week 2**

Lesson Focus: Lesson 1 – Where We Learn

Literacy Skills: RI.K.2 (main topic & details), SL.K.2 (understand spoken info)

Mandates: Diversity & Inclusion – explore diverse classrooms and learners

- Lesson 1: Where We Learn

**Week 3**

Lesson Focus: Lesson 2 – We Work Together

Literacy Skills: RI.K.3 (connections between ideas), W.K.2 (informational writing)

Mandates: Amistad – highlight teamwork stories including African American community helpers

- Lesson 2: We Work Together

**Week 4**

Lesson Focus: Critical Thinking – Solve a Problem

Literacy Skills: SL.K.3 (ask/answer), W.K.8 (recall info)

Mandates: Holocaust Law (age-appropriate) – focus on fairness, kindness, standing up for others

- Critical Thinking Skills: Solve a Problem

**Week 5**

Lesson Focus: Lesson 3 – Rules and Laws

Literacy Skills: RI.K.7 (use illustrations), SL.K.5 (add drawings/details)

Mandates: Laura Wooten (adapted) – connect classroom rules to larger laws & fairness in society

- Lesson 3: Rules and Laws

**Week 6**

Lesson Focus: Lesson 4 – Leaders Make Rules

Literacy Skills: RI.K.6 (author/illustrator roles), SL.K.4 (share info)

Mandates: Amistad – introduce African American leaders who shaped communities

- Lesson 4: Leaders Make Rules

**Week 7**

Lesson Focus: Lesson 5 – Good Citizens

Literacy Skills: RI.K.9 (compare texts), W.K.3 (narrative writing)

Mandates: Diversity & Inclusion – good citizens respect all people; include examples of citizens with disabilities

- Lesson 5: Good Citizens

**Week 8**

Lesson Focus: Lesson 6 – Stories of Good Citizens

Literacy Skills: Distinguish Fact from Fiction

Mandates: Amistad – share stories of African American citizens (e.g., MLK Jr.); Diversity & Inclusion – highlight inclusive heroes

- Lesson 6: Stories of Good Citizens

**Week 9**

Lesson Focus: Literacy Skill – Distinguish Fact from Fiction + Chapter Closer – Learning & Working Together + Readers, myWorld Activity Guide, Spanish Resources

Literacy Skills: SL.K.6 (express ideas clearly), W.K.7 (shared research/writing)

Mandates: Culmination – “Our Good Citizen Book” project showing fairness (Holocaust), rules (Wooten), diverse heroes (Amistad & D&I)

- Literacy Skills: Distinguish Fact From Fiction
- Readers
- myWorld Activity Guide
- Chapter Closer: Learning and Working Together
- Spanish Resources (miMundo Interactive)

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### **Activities and Resources**

1. Community Walk: Take a walk around the school or neighborhood to observe and discuss different types of buildings, homes, and facilities.
2. Community Maps: Have students create simple maps of their school, neighborhood, or a fictional community, identifying key locations like parks, schools, homes, and businesses.
3. "Rules and Me" Book: Create a class book where each student draws or writes about a rule they follow and why it's important. Compile the pages into a book and read it together as a class.
4. Field Trips (if feasible): Visit local places like a farm (rural), downtown area (urban), or a suburban neighborhood to observe firsthand the differences between these environments.
5. Guest Speakers: Invite community members such as a police officer, librarian, or local business owner to talk about their roles in the community.
6. Simple Decision-Making Game: Play a game where students make choices based on rules (e.g., a "choose your path" game where they follow rules to reach a goal). Discuss how making the right choices leads to positive outcomes.
7. Puppet Shows: Use hand puppets to create a simple puppet show about following rules and helping others. Puppets can act out scenarios related to classroom rules or community helpers.
8. Videos and Online Resources: Use educational videos or online resources (like National Geographic Kids, PBS Kids, BrainPop Jr, Get EPIC, Excite Reading App) that explain community types, good citizenship, and community leaders in a kid-friendly manner.
9. Scholastic News (if available)

### **Suggested Holidays to Include:**

Selected holidays may be used throughout the unit to support instruction by connecting key concepts such as community, rules, responsibility, and citizenship to authentic cultural and civic events.

Patriot's Day

- Constitution Day
- Election Day
- Diwali
- Veterans' Day
- Thanksgiving

### Meeting the Needs of Students Overview of Accommodations and Modifications

| Students with Special Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>MLLs</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students at Risk of School Failure                                                                                                                                                                                                                                                                                                                                                                             | <u>Gifted and Talented Students</u>                                                                                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>● IEP/504 for specificities such as the following:               <ul style="list-style-type: none"> <li>○ Additional time</li> <li>○ Review directions</li> <li>○ Assist with organization</li> <li>○ Preferential seating</li> <li>○ Follow a routine</li> </ul> </li> <li>● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.</li> </ul> | <ul style="list-style-type: none"> <li>● Support will be provided according to the recommendations outlined by WIDA</li> <li>● <a href="#">Use Shelter Instruction Option Protocols (SIOP)</a></li> <li>● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies.</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level.</li> </ul> | <ul style="list-style-type: none"> <li>● Monitor student success on formative, summative, and other assessment points</li> <li>● Strategies for Support               <ul style="list-style-type: none"> <li>○ Parent meeting</li> <li>○ Skills review</li> <li>○ Differentiation</li> <li>○ Assign SAVVAS lessons online for an at-home intervention.</li> <li>○ Open-book assessments</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Varied Lexile levels of reading</li> <li>● Increased production in writing assignments</li> <li>● Student-directed learning/ independent studies</li> <li>● Extension Activities</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Develop content area vocabulary through the use of word walls and labeling classroom objects.</li> <li>• Students encounter new academic vocabulary in English.</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline.</li> <li>• Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction</li> <li>• Provide students with opportunities to express</li> </ul> |  |  |
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|  | <p>new knowledge and learning using written, verbal, and non-verbal communication</p> <ul style="list-style-type: none"> <li>● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse</li> </ul> |  |  |
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| Unit 2: My Place in the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                | Grade: Kindergarten                                                                                                                                                                                                                                                                                                          | Pacing: 3 - 40 minute periods per week<br>(9 weeks)                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Unit Overview</b></p> <p>In this unit, students will embark on a geography exploration focused on maps, globes, location, and distance. They will learn that maps provide a bird's-eye (top-down) view of places and will begin to interpret basic map symbols to identify locations and features. Students will also understand that a globe is a model of the Earth and will use it to locate landforms and bodies of water.</p> <p>In addition, students will explore how symbols and landmarks represent important aspects of American culture and connect people across the country. They will recognize that these symbols and traditions help tell the story of our nation.</p> <p>To conclude the unit, students will be introduced to the concept of climate and observe how changes in climate can affect people, places, and the environment.</p> |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                       |
| <b>Stage 1 Desired Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                       |
| <b>New Jersey Student Learning Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                       |
| <u>Content Standards</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Computer Science and Design Thinking</u>                                                                                                                                                                                                                                                                                                    | <u>Career Readiness, Life Literacies, and Key Skills</u>                                                                                                                                                                                                                                                                     | <u>Interdisciplinary Connections</u>                                                                                                                                                                                                                                                                  |
| <p><b>NJSLS Social Studies Standards:</b></p> <p><b>6.1.2.Geo.SV.1</b><br/>Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.Geo.SV.2</b><br/>Describe how maps are created for a specific purpose</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Standards</b></p> <p><b>8.1.2.DA.1:</b> Collect and present data, including climate change data, in various visual formats.</p> <p><b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p><b>8.1.2.NI.2:</b> Describe how the</p> | <p><b>Standards</b></p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> | <p><b>English Language Arts Standards:</b></p> <p><b>RI.K.1/RL.K.1</b> – With prompting and support, ask and answer questions about key details in a text.</p> <p><u>Social Studies Connection:</u><br/>Students use informational and literary texts about maps, globes, landforms, climate, and</p> |

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| <p>(e.g., school fire drill, learning centers, etc.).</p> <p><b>6.1.2.Geo.SV.3</b><br/>Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols).</p> <p><b>6.1.2.Geo.HE.1</b><br/>Explain how seasonal weather changes, natural disasters, and climate change affect people and the environment.</p> <p><b>6.1.2.Geo.HE.2</b><br/>Describe how human activities affect the culture and environmental characteristics of places or regions.</p> <p><b>6.1.2.HistoryCC.3</b><br/>Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.HistoryCC.4</b><br/>Describe how national symbols, songs, and landmarks reflect American values and</p> | <p>Internet enables individuals to connect with others worldwide.</p> | <p><b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p><b>9.4.2.DC.7:</b> Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</p> <p><b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource.</p> <p><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</p> <p><b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools</p> | <p>national symbols to ask and answer questions about how places are represented and how geography helps people understand the world.</p> <p><b>RI.K.3/RL.K.3</b> – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text or with prompting and support, identify characters, settings, and major events in a story.</p> <p><u>Social Studies Connection:</u><br/>Students explain how geographic tools and concepts are connected (e.g., maps and globes show places differently; landforms and water features shape where people live; symbols represent national identity).</p> <p><b>RI.K.7/RL.K.7</b> – With prompting and support describe the relationship between illustrations and the text.</p> <p><u>Social Studies Connection:</u></p> |
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| principles. |  |  | <p>Students use maps, globes, photographs, diagrams, and symbols to understand geographic features, national symbols, and climate patterns, and how geography-themed stories and pictures help a reader understand places and symbols.</p> <p><b>W.K.2</b> – With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name a topic, supply some information about the topic, and provide some sense of closure.</p> <p><u><b>Social Studies Connection:</b></u><br/>Students use drawing and writing to explain maps, globes, landforms, symbols, and how climate affects people and places.</p> <p><u><b>Science:</b></u><br/><b>K-ESS3-3:</b> Communicate solutions that will reduce the impact of climate change and humans on the land, water, air,</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>and/or other living things in the local environment.</p> <p><b>Math:</b><br/> <b>K.G.A3:</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Use the vocabulary “sphere” when describing a globe.<br/> K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> |
| <p style="text-align: center;"><b>Vertical Integration</b><br/> <b>NJSLS Social Studies (K–2 Grade Band)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Prior Learning</b><br/> <i>In prior learning aligned to the New Jersey Student Learning Standards (NJSLS) for Social Studies (6.1–6.3), students entering Kindergarten built foundational understandings during preschool experiences. In preschool, children were introduced to basic concepts of the world around them by recognizing familiar places such as home, school, and community, and beginning to identify simple physical features like land and water. They also began to explore early civic concepts by recognizing national symbols such as the American flag and engaging with traditions and holidays. In addition, students were introduced to the idea that maps, globes, pictures, and symbols represent real places and objects, and they began developing early spatial language such as near and far. These early experiences provide a</i></p> |  | <p><b>Future Learning</b><br/> <i>By the end of Grade 2, students will expand their geographic understanding by independently reading and interpreting more complex maps, identifying important U.S. landmarks, and describing physical and human features of communities. They will also explain how location and the environment influence how people live and interact, building on the spatial thinking skills introduced in Kindergarten through the K–2 Social Studies standards.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                           |

*developmentally appropriate foundation for Kindergarten Unit 2, where students further develop their understanding of maps, globes, geography, and national symbols as representations of the world around them.*

**Standard 6.1: U.S. History: America in the World**

- **6.1.P.A.1:** Recognize and describe the basic physical features of the world (e.g., landforms such as mountains, rivers, oceans).
- **6.1.P.A.2:** Identify familiar places and things around the world (e.g., community, school, home, parks, familiar landmarks).

**2. Standard 6.2: Civics, Government, and Human Rights**

- **6.2.P.A.1:** Recognize symbols of the United States (e.g., the American flag, the bald eagle).
- **6.2.P.A.2:** Recognize landmarks and their importance (e.g., Statue of Liberty, national monuments).
- **6.2.P.A.3:** Recognize that some traditions and holidays are celebrated in the United States (e.g., Thanksgiving, Independence Day).

**3. Standard 6.3: Geography, People, and the Environment**

- **6.3.P.A.1:** Recognize that maps and globes represent places and help describe the world.
- **6.3.P.A.2:** Understand basic geography concepts such as land and water.
- **6.3.P.A.3:** Recognize that locations can be described by distance (e.g., near/far, close/far away).

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| <ul style="list-style-type: none"><li>● <b>4. Standard 6.4: Economics, Innovation, and Technology</b></li><li>● <b>6.4.P.A.1:</b> Recognize that people use maps to help them find places.</li><li>● <b>6.4.P.A.2:</b> Begin to understand that symbols (like pictures or signs) represent something real (e.g., stop signs, a tree symbol on a map).</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>ESTABLISHED GOAL</b><br>The goal of this unit is for kindergarten students to identify features of maps, create and interpret simple maps, and compare maps and globes. Students will also recognize and name national symbols and understand their significance in representing the United States.                                                          | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                 | <b>ENDURING UNDERSTANDINGS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>ESSENTIAL QUESTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                 | <u><i>Students will understand that...</i></u> <ul style="list-style-type: none"><li>● Maps are pictures or drawings that show where things are located in the real world. They help us understand and find places, objects, and features in our environment.</li><li>● Maps use symbols (like shapes and colors) to represent different things, such as buildings, roads, or parks.</li><li>● The idea of direction (like up, down, left, and right) helps us understand how to move from one place to another.</li><li>● We can describe where something is by saying whether it's near, far, to the left, or to the right of something else.</li><li>● Land and water can be identified on a globe and map.</li><li>● Location, weather, and the environment affect the way people live.</li><li>● Climate and climate change can affect our lives and where we live.</li></ul> | <ol style="list-style-type: none"><li>1. What are different views we can observe objects from?</li><li>2. What is a map?</li><li>3. What are the features of a map?</li><li>4. What is a globe?</li><li>5. How are maps and globes the same/different?</li><li>6. What are the cardinal directions and how do they help you read a map?</li><li>7. What is the geography of my neighborhood?</li><li>8. How can I find my community on a map?</li><li>9. How can I find my community with a world address?</li><li>10. What are symbols that represent the United States?</li><li>11. Where can you find the locations of US symbols on a map? (ex. Statue of Liberty, Washington Monument, etc.)</li><li>12. What is climate change and how does it affect our lives and where we live?</li></ol> |

|  | <i>Acquisition</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|  | <p data-bbox="632 235 1241 267"><u><i>Students will be able to... (Depth of Knowledge)</i></u></p> <ul data-bbox="682 272 1900 747" style="list-style-type: none"> <li>• Demonstrate understanding of unit-specific vocabulary by defining key terms and applying them appropriately in discussion, writing, and analysis</li> <li>• Identify and name basic map features (land, water, symbols)</li> <li>• Recognize maps and globes as models of Earth</li> <li>• Name national symbols (e.g., American flag, Statue of Liberty, Juneteenth, Hispanic Heritage Month symbols, etc)</li> <li>• Distinguish between maps and globes</li> <li>• Match symbols to their meanings and identify landforms</li> <li>• Explain how symbols and landmarks represent ideas about the U.S.</li> <li>• Make connections between geography and daily life</li> <li>• Create simple maps of familiar places</li> <li>• Explain thinking about map features and symbols</li> <li>• Apply learning to real-world examples of maps, globes, and symbols</li> </ul> <p data-bbox="632 784 1169 816"><b>DOK Level 1: Recall and Reproduction</b></p> <p data-bbox="632 854 800 886"><b>Description:</b></p> <p data-bbox="632 891 1900 995">Students will recall basic facts, definitions, and concepts about maps, globes, landforms, and national symbols. They will demonstrate understanding through simple identification, naming, and recall-based activities.</p> <p data-bbox="632 1037 1005 1070"><b>Learning Target Examples:</b></p> <ul data-bbox="682 1107 1900 1356" style="list-style-type: none"> <li>• Map and Globe Recognition:<br/>Students can identify a map and a globe and explain that both represent the Earth</li> <li>• Geography Vocabulary:<br/>Students can name basic landforms and bodies of water (mountains, rivers, oceans, lakes).</li> <li>• National Symbols:<br/>Students can recognize and name U.S. symbols such as the American flag, Statue of Liberty, and bald eagle</li> </ul> |

- Familiar Places:  
Students can identify familiar locations (home, school, classroom) on simple maps

#### **Instructional Activities for DOK Level 1:**

- Matching activities: Match maps, globes, and symbols to their names
  - Picture identification: Identify landforms, water features, and national symbols in images or texts
  - Sorting activities: Sort images into categories (land, water, map, symbol)
  - Drawing tasks: Draw and label a simple map of a familiar place (classroom or home)
- 

#### **DOK Level 2: Skills and Concepts**

##### **Description:**

Students will describe concepts, organize information, and demonstrate understanding by making simple connections between maps, globes, symbols, and geographic features.

##### **Learning Target Examples:**

- Maps and Globes:  
Students explain that maps show flat views of places and globes show the Earth as a round model
- Symbols and Meaning:  
Students describe what national symbols represent and why they are important
- Geography Features:  
Students describe how land and water appear on maps and globes
- Spatial Language:  
Students use positional words (near, far, left, right) to describe locations

#### **Instructional Activities for DOK Level 2:**

- Compare and discuss: Describe differences between a map and a globe.
  - Labeling activities: Label landforms, water, and symbols on simple maps.
  - Turn-and-talk: Explain what symbols represent on a map.
  - Interactive read-alouds: Discuss how illustrations and maps show real places.
- 

### **DOK Level 3: Strategic Thinking**

#### **Description:**

Students will apply knowledge to explain relationships between maps, globes, symbols, and real-world geography. They will begin to reason about how and why these tools are used.

#### **Learning Target Examples:**

- Map and Globe Comparison:  
Students compare maps and globes and explain when each is useful
- Symbols and Meaning:  
Students explain how national symbols represent the United States and its identity.
- Geography in Daily Life:  
Students explain how maps help people find places and understand the world.
- Real-World Connections:  
Students connect landmarks and symbols to actual places in the United States.

#### **Instructional Activities for DOK Level 3:**

- Compare and explain: “When would you use a map instead of a globe?”
- Scenario discussions: “How would a map help someone travel to a new place?”
- Symbol reasoning: Discuss what national symbols represent and why they matter
- Problem-solving: Identify how to show a place using map symbols

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|                            | <hr/> <p><b>DOK Level 4: Extended Thinking</b></p> <p><b>Description:</b><br/>Students will create, apply, and extend learning through hands-on tasks that integrate maps, symbols, and geography in meaningful ways.</p> <p><b>Learning Target Examples:</b></p> <ul style="list-style-type: none"> <li>• Map Creation:<br/>Students create simple maps of familiar places using symbols and labels</li> <li>• Symbol Representation:<br/>Students illustrate and explain national symbols and their meanings</li> <li>• Real-World Application:<br/>Students explain how maps, globes, and symbols help people understand the world</li> <li>• Integrated Understanding:<br/>Students connect geography and symbols to their own community experiences</li> </ul> <p><b>Instructional Activities for DOK Level 4:</b></p> <ul style="list-style-type: none"> <li>• Create-a-map project: Design a map of a classroom, school, or neighborhood with symbols.</li> <li>• Map key activity: Create a simple map legend with symbols and meanings.</li> <li>• “My World” project: Illustrate places, landforms, and symbols that represent learning in Unit 2.</li> <li>• Gallery walk: Students present and explain their maps to classmates.</li> </ul> |
| <b>Stage 2 Evidence</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                            | <ul style="list-style-type: none"> <li>• Pre-assessments of students’ prior knowledge in the form of a survey, KWL chart, or writing prompt</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <ul style="list-style-type: none"> <li>• Demonstrations/role-playing that verify the knowledge and skills learned</li> <li>• Anecdotal notes</li> <li>• Teacher observations</li> <li>• Class/group discussions</li> <li>• Student/group presentation and projects (PBL)</li> <li>• Teacher and student created rubrics</li> <li>• Quizzes provided on SAVVAS or similar curricular resource</li> <li>• Chapter test provided on SAVVAS or similar curricular resource</li> <li>• Build a test option included with each chapter</li> </ul>      |
|  | <p>Formative Assessment and other evidence:<br/> Peer Feedback<br/> Student Self Assessments<br/> Exit Tickets</p> <p><b>Unit 2: My Place in the World (K)</b></p> <p><b>Sample Assessment: “Community Map” Checklist</b></p> <ul style="list-style-type: none"> <li>• Includes key locations (school, home, playground) ✓</li> <li>• Uses symbols or pictures to represent locations ✓</li> <li>• Can explain where things are located using near/far, left/right ✓</li> <li>• Participates in discussion about maps and landmarks ✓</li> </ul> |

### Stage 3 Learning Plan

(Goal: Meet with students at least 3 times per week 40 minutes)

#### Materials and Resources

Instruction is guided by the [New Jersey Student Learning Standards \(NJSLS\) for Social Studies](#). The district-approved resource, Savvas *MyWorld Social Studies* and Savvas *Realize* (digital platform), are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs.

#### Scope & Sequence (Units 1-4)

#### **Savvas myWorld Interactive Curricular Resource:**

##### [Chapter 2: National and State Symbols](#)

#### **Week 1**

Lesson Focus: Chapter Opener – National and State Symbols + Quest Project-Based Learning: Play a Game

Literacy Skills: SL.K.1 (collaborative discussion), RI.K.1 (ask/answer questions)

Mandates: Diversity & Inclusion – all voices matter when exploring shared symbols of identity

- [Chapter Opener: National and State Symbols](#)
- [Quest Project-Based Learning: Play a Game](#)

#### **Week 2**

Lesson Focus: Lesson 1 – Our Country and State

Literacy Skills: RI.K.2 (main topic & details), SL.K.2 (understand spoken info)

Mandates: Amistad – include African American contributions to state and nation

- [Lesson 1: Our Country and State](#)

**Week 3**

Lesson Focus: Lesson 2 – Symbols of Our Country

Literacy Skills: RI.K.3 (connections between ideas), W.K.2 (informational writing)

Mandates: Laura Wooten (adapted) – highlight democracy as symbol of fairness and representation

- [Lesson 2: Symbols of Our Country](#)

**Week 4**

Lesson Focus: Critical Thinking – Analyze Images

Literacy Skills: SL.K.3 (ask/answer), W.K.8 (recall info)

Mandates: Holocaust Law (age-appropriate) – encourage critical thinking about fairness, kindness, and resilience in symbols

- [Critical Thinking Skills: Analyze Images](#)

**Week 5**

Lesson Focus: Lesson 3 – Symbols of Our State

Literacy Skills: RI.K.7 (use illustrations), SL.K.5 (add drawings/details)

Mandates: Diversity & Inclusion – connect state symbols to diverse communities within NJ

- [Lesson 3: Symbols of Our State](#)

**Week 6**

Lesson Focus: Lesson 4 – American Heroes

Literacy Skills: RI.K.6 (author/illustrator roles), SL.K.4 (share info)

Mandates: Amistad – highlight African American heroes; Diversity & Inclusion – include heroes with disabilities and from varied backgrounds

- [Lesson 4: American Heroes](#)

**Week 7**

Lesson Focus: Lesson 5 – Our National Holidays

Literacy Skills: RI.K.9 (compare texts), W.K.3 (narrative writing)

Mandates: Amistad – MLK Day and Juneteenth; Holocaust Law – remembrance and resilience; Diversity & Inclusion – celebrate shared holidays across cultures

- [Lesson 5: Our National Holidays](#)

**Week 8**

Lesson Focus: Literacy Skill – Cause and Effect

Literacy Skills: Cause and Effect

Mandates: Connect how citizens' actions (heroes, leaders) cause change in communities and nation

- [Literacy Skills: Cause and Effect](#)

**Week 9**

Lesson Focus: Chapter Closer – National and State Symbols + Readers, myWorld Activity Guide, Spanish Resources

Literacy Skills: SL.K.6 (express ideas clearly), W.K.7 (shared research/writing)

Mandates: Culmination – project showing how national/state symbols, heroes, and holidays connect to democracy, fairness, and diversity

- [Readers](#)
- [myWorld Activity Guide](#)
- [Chapter Closer: National and State Symbols](#)
- [Spanish Resources](#)

### **Activities and Resources:**

1. Map-Making Activity: Have students create their own simple maps of their classroom, home, or playground. Include symbols for important places (e.g., desks, bathrooms, play areas) and a key to explain what each symbol represents.

- Materials: Paper, markers, rulers, stickers for symbols.

2. Globe Exploration: Use globes to find and label continents, oceans, and major landmarks. Students can work in pairs to explore different features and present what they find to the class.

- Materials: Globes, printable labels, markers.

3. Map Symbols Scavenger Hunt: Create a scavenger hunt where students find objects or places around the classroom or school that match symbols on a map key. For example, a symbol for a playground or library.

- Materials: Map keys, scavenger hunt list, clipboards, pencils.

4. Landmark Matching Game: Use pictures of famous American landmarks (e.g., the Statue of Liberty, the Grand Canyon) and have students match them with their locations on a map of the United States.

- Materials: Pictures of landmarks, US maps, glue, and paper.

5. Symbol Story Time: Read a book about American symbols or landmarks. Afterward, have students draw or create a symbol that represents something important to them or their community.

6. Climate Change Classroom Discussion: Introduce climate change through a simple story or video. Discuss how climate change affects the environment and brainstorm ways students can help. Create a class poster with their ideas.

7. Interactive Globe and Map Apps: Use educational apps or online tools to explore maps and globes interactively. Students can find countries, oceans, and landmarks using digital resources.

- Resources: Apps like Google Earth, National Geographic Kids interactive maps.

8. Symbol Craft Project: Have students create crafts representing various American symbols or landmarks. They can use materials such as construction paper, glue, and paint to make their projects.

9. "Climate Action" Poster Campaign: After learning about climate change, students create posters that encourage people to take action.

10. Videos and Online Resources: Use educational videos or online resources (like National Geographic Kids, PBS Kids, BrainPop Jr, Get EPIC, Excite Reading App) that allow students to explore geography skills, American symbols and landmarks, as well as, climate change.

11. Scholastic News (if applicable)

**Suggested Holidays to Include:**

**•Unit 2: My Place in the World**

- Hanukkah
- Christmas
- Kwanzaa (Dec. 26th)
- Martin Luther King Jr. Day
- Chinese New Year

**Meeting the Needs of Students  
Overview of Accommodations and Modifications**

| <b>Students with Special Needs</b>                                                                   | <b><u>MLLs</u></b>                                                                        | <b>Students at Risk of School Failure</b>                                                                      | <b><u>Gifted and Talented Students</u></b>                                                                                        |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● IEP/504 for specificities such as the following:</li> </ul> | <ul style="list-style-type: none"> <li>● Support will be provided according to</li> </ul> | <ul style="list-style-type: none"> <li>● Monitor student success on formative, summative, and other</li> </ul> | <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Varied Lexile levels of</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ Additional time</li> <li>○ Review directions</li> <li>○ Assist with organization</li> <li>○ Preferential seating</li> <li>○ Follow a routine</li> <li>● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.</li> </ul> | <p>the recommendations outlined by WIDA</p> <ul style="list-style-type: none"> <li>● <a href="#">Use Shelter Instruction Option Protocols (SIOP)</a></li> <li>● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies.</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level.</li> <li>● Develop content area vocabulary through the use of word walls and labeling classroom objects.</li> <li>● Students encounter new academic vocabulary in English.</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the</li> </ul> | <p>assessment points</p> <ul style="list-style-type: none"> <li>● Strategies for Support <ul style="list-style-type: none"> <li>○ Parent meeting</li> <li>○ Skills review</li> <li>○ Differentiation</li> <li>○ Assign SAVVAS lessons online for an at-home intervention.</li> <li>○ Open-book assessments</li> </ul> </li> </ul> | <p>reading</p> <ul style="list-style-type: none"> <li>● Increased production in writing assignments</li> <li>● Student-directed learning/ independent studies</li> <li>● Extension Activities</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> </ul> |
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|  | <p>task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline.</p> <ul style="list-style-type: none"> <li>● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication</li> <li>● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse</li> </ul> |  |  |
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| Unit 3:<br>Community Jobs &<br>Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Grade: Kindergarten                                                                                                                                                                      |                                                                                                                                                                  | Pacing: 3 - 40 minute periods per week<br>(9 weeks)                                                                                                                                                           |
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| <div>Unit Overview</div> <p>In this unit, students will explore the difference between needs and wants in their everyday lives. They will learn that people need basic essentials such as food, water, clothing, and shelter to stay safe and healthy.</p> <p>Students will consider the question, “Do people always get what they need and want in their daily lives?” as they explore how jobs, skills, and natural resources help communities meet needs. Through stories, discussions, and hands-on activities, they will learn how people work together to provide goods and services.</p> <p>By the end of the unit, students will understand that needs are necessary for survival, wants are things people may desire, and that individuals and communities play a role in helping meet the needs of others.</p> |                                                                                                                                                                                          |                                                                                                                                                                  |                                                                                                                                                                                                               |
| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                                                  |                                                                                                                                                                                                               |
| New Jersey Student Learning Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                                                  |                                                                                                                                                                                                               |
| <u>Content Standards</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Computer Science and Design Thinking</u>                                                                                                                                              | <u>Career Readiness, Life Literacies, and Key Skills</u>                                                                                                         | <u>Interdisciplinary Connections</u>                                                                                                                                                                          |
| <b>Content Standards</b><br><br><b>NJSLS Social Studies Standards:</b><br><br><b>6.1.2.EconET.1</b><br>Explain the difference between needs and wants.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Standards</b><br><br><b>8.2.2.ITH.1:</b> Identify products that are designed to meet human wants or needs.<br><br><b>8.2.2.ITH.2:</b> Explain the purpose of a product and its value. | <b>Standards</b><br><br><b>9.1.2. FI.1:</b> Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). | <b>English Language Arts Standards:</b><br><br><b>RI.K.1/RL.K.1</b> – With prompting and support ask and answer questions about jobs, needs/wants, and economic concepts in informational and literary texts. |

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| <p><b>6.1.2.EconET.2</b><br/>Cite examples of choices people make when resources are scarce.</p> <p><b>6.1.2.EconET.3</b><br/>Describe how supply and demand influence price and output of products.</p> <p><b>6.1.2.EconEM.1</b><br/>Describe the skills and knowledge required to produce specific goods and services.</p> <p><b>6.1.2.EconEM.2</b><br/>Identify the ways in which people exchange goods and services today, such as barter and trade, buying, and selling.</p> <p><b>6.1.2.EconNM.3</b><br/>Describe how the availability of resources influences what people produce and where they choose to live.</p> <p><b>6.1.2.Geo.HE.2</b><br/>Describe how human activities affect the culture and environmental characteristics of places or regions.</p> | <p><b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> | <p><b>9.1.2.FP.2:</b> Differentiate between financial wants and needs.</p> <p><b>9.1.2.FP.3:</b> Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p> <p><b>9.1.2.PB.2:</b> Explain why an individual would choose to save money.</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>9.1.2.CAP.2:</b> Explain why employers are willing to pay individuals to work.</p> | <p><u><b>Social Studies Connection:</b></u><br/>Students ask and answer questions about needs, wants, jobs, and how people help in a community.</p> <p><b>RI.K.2/RL.K.2</b> – With prompting and support, identify the main topic and key details in informational texts and retell familiar stories with key details.</p> <p><u><b>Connection to Social Studies:</b></u><br/>Students identify key ideas in texts and stories about needs, wants, jobs, goods, and services in a community.</p> <p><b>W.K.2</b> – With prompting and support, use drawing, dictating, and writing to compose informative/explanatory texts.</p> <p><u><b>Connection to Social Studies:</b></u><br/>Students draw, dictate, or write about how people use jobs and resources to meet needs and wants.</p> <p><b>SL.K.1</b> – Participate in collaborative conversations</p> |
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|  |  |  | <p>with diverse partners about kindergarten topics and texts.</p> <p><u>Connection to Social Studies:</u><br/>Students discuss how people work together in communities to meet needs and wants.</p> <p><b><u>Science</u></b><br/><b>K-LS1-1:</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p><b><u>Math</u></b><br/><b>K.OA.A.2:</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (use word problems that include making simple purchases for needs/wants)</p> <p><b><u>SEL:</u></b><br/>Help students understand the difference between needs and wants while fostering self-awareness, empathy, and decision-making skills.</p> |
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**Vertical Integration**  
**NJSLS Social Studies (K–2 Grade Band)**

**Prior Learning**

*Before beginning Unit 3, students build foundational understanding in Preschool through experiences with communities, jobs, needs, and resources. Students recognize that people have different jobs and responsibilities within a community and that community helpers provide important goods and services. They begin to understand that people make choices to meet their needs and wants and use money to buy goods and services. Students are also introduced to the idea that natural resources, such as food, water, and shelter, help people meet basic needs. These early learning experiences prepare students to explore how jobs, resources, and communities work together to support daily life.*

**1. Standard 6.1: U.S. History: America in the World**

**6.1.P.A.1:** Recognize that people have different jobs in the community.

**2. Standard 6.2: Civics, Government, and Human Rights**

**6.2.P.A.1:** Recognize that communities have leaders who help make decisions and keep order (e.g., mayor, police officer).

**3. Standard 6.3: Geography, People, and the Environment**

**6.3.P.A.1:** Recognize that people live in different places and have different jobs to help meet their needs.

**Future Learning**

*By the end of Grade 2, students build on their Kindergarten understanding of needs, wants, jobs, and community roles by exploring how people are both producers and consumers. They learn how goods and services are created and shared to meet community needs and begin to understand that people must make choices when resources are limited. Students also deepen their understanding of how individuals and communities work together to solve simple problems and make decisions that support daily life.*

|                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>6.3.P.A.2:</b> Understand that humans use natural resources to meet their needs (e.g., water, food, shelter).                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>4. Standard 6.4: Economics, Innovation, and Technology</b>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>6.4.P.A.1:</b> Recognize that people make choices to satisfy their wants and needs.                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>6.4.P.A.2:</b> Recognize that people use money to buy goods and services.                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>6.4.P.A.3:</b> Understand that different jobs help provide the goods and services people need                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>ESTABLISHED GOAL</b><br><br>The goal of this unit is for kindergarten students to have a foundational understanding of the differences between needs and wants, the role of jobs and skills in fulfilling our needs, and the importance of natural resources in our daily lives. | <i>Meaning</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                     | <b>ENDURING UNDERSTANDINGS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>ESSENTIAL QUESTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                     | <u><i>Students will understand that...</i></u> <ul style="list-style-type: none"><li>● People need to have a balance with needs and wants.</li><li>● All people have basic needs such as food, clothing and shelter.</li><li>● Needs are not the same as wants.</li><li>● Jobs help people meet their needs and wants.</li><li>● Natural resources such as air and water exist in nature.</li><li>● Human resources are the skills that humans have and can use (farming, driving, cooking, writing, selling, etc.)</li><li>● We satisfy our needs and wants by using natural resources, growing food,</li></ul> | <ol style="list-style-type: none"><li>1. What are needs and wants?</li><li>2. What is the difference between needs and wants?</li><li>3. wants?</li><li>4. How do we incorporate needs and wants into our daily lives?</li><li>5. What are natural resources?</li><li>6. How do natural resources help satisfy our needs and wants?</li><li>7. How do goods and services meet our needs and wants?</li><li>8. What are community workers?</li><li>9. How do they help us?</li><li>10. How have jobs changed over time?</li><li>11. How has technology impacted change in jobs?</li></ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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|  | <p>making clothing, bartering and earning money.</p> <ul style="list-style-type: none"> <li>• There are many different types of community jobs available.</li> <li>• Each job has specific skills required in order to be successful.</li> <li>• Employers pay individuals to perform jobs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|  | <p style="text-align: center;"><b><i>Acquisition</i></b></p> <p><u><i>Students will be able to... (Depth of Knowledge)</i></u></p> <ul style="list-style-type: none"> <li>• Distinguish between needs and wants in their everyday lives</li> <li>• Identify how jobs help people provide goods and services in a community</li> <li>• Recognize that people use natural resources (food, water, shelter) to meet basic needs</li> <li>• Explain that people make simple choices when deciding what they need and want</li> <li>• Understand that people and communities work together to help meet everyone's needs</li> </ul> <p><b>DOK Level 1: Recall and Reproduction</b></p> <p><b>Description:</b><br/>Students will recall basic facts, vocabulary, and concepts about needs, wants, jobs, goods, services, and natural resources. They will demonstrate understanding through identification, naming, and simple recall tasks.</p> <p><b>Learning Target Examples:</b></p> <ul style="list-style-type: none"> <li>• Needs and Wants:<br/>Students can identify basic needs (food, water, clothing, shelter) and simple wants.</li> <li>• Jobs and Community Roles:<br/>Students can name common jobs in the community (teacher, doctor, firefighter, farmer).</li> <li>• Goods and Services:<br/>Students can recognize examples of goods and services.</li> </ul> |  |

- **Natural Resources:**  
Students can identify basic natural resources such as water, food, and trees.

**Instructional Activities for DOK Level 1:**

- Picture sorting: Sort images into needs vs. wants.
  - Matching activities: Match jobs to community helpers.
  - Flashcard identification: Name goods, services, and resources.
  - Visual labeling: Identify food, water, clothing, and shelter in pictures.
- 

**DOK Level 2: Skills and Concepts**

**Description:**

Students will describe, explain, and make simple connections between needs, wants, jobs, and resources. They begin to organize information and explain basic relationships.

**Learning Target Examples:**

- **Needs vs. Wants:**  
Students explain why something is a need or a want.
- **Jobs and Services:**  
Students describe how jobs help provide goods and services.
- **Resources:**  
Students explain how people use natural resources to meet needs.
- **Community Connections:**  
Students describe how people work together in a community.

**Instructional Activities for DOK Level 2:**

- **Sort and explain:** Students sort needs and wants and explain their choices.

- Turn-and-talk: Discuss how jobs help people get what they need.
  - Graphic organizers: Match jobs to goods and services.
  - Read-aloud discussions: Identify needs and wants in stories.
- 

### **DOK Level 3: Strategic Thinking**

#### **Description:**

Students will apply knowledge to explain relationships and make simple reasoning decisions about needs, wants, jobs, and resources. They begin to think about how choices affect people and communities.

#### **Learning Target Examples:**

- Decision-Making:  
Students explain how people make choices when deciding between needs and wants.
- Jobs and Community Impact:  
Students explain how different jobs support community needs.
- Resource Use:  
Students describe how natural resources are used to meet needs.
- Real-Life Connections:  
Students explain how people work together to meet needs in everyday life.

#### **Instructional Activities for DOK Level 3:**

- Scenario discussions: “What would you choose if you could only pick a need or a want?”
- Problem-solving: Discuss how a community gets food, water, or shelter.
- Role-play: Act out jobs and explain how they help others.

- Cause-and-effect: Explore what happens when needs are not met.
- 

#### **DOK Level 4: Extended Thinking**

##### **Description:**

Students will create, apply, and extend learning through hands-on projects that show understanding of needs, wants, jobs, and resources in real-world contexts.

##### **Learning Target Examples:**

- Needs and Wants Application:  
Students create examples showing needs vs. wants in their lives.
- Community Systems:  
Students demonstrate how jobs and resources work together in a community.
- Problem Solving:  
Students suggest simple ways communities can help meet needs.
- Integrated Understanding:  
Students connect needs, jobs, and resources in a real-world model or project.

##### **Instructional Activities for DOK Level 4:**

- “My Needs and Wants” project: Draw and label examples from home/school.
- Community helpers map: Show how jobs connect to community needs.
- Class grocery store or role-play center: Simulate goods/services exchange.
- Create-a-book: “How People Get What They Need” with drawings and labels.

| Stage 2 Evidence                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |                                 |  |          |       |            |          |                                      |                           |                            |                           |                               |                                             |                               |                                 |
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| Evaluative Criteria                  | Assessment Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                                 |  |          |       |            |          |                                      |                           |                            |                           |                               |                                             |                               |                                 |
|                                      | <ul style="list-style-type: none"><li>● Pre-assessments of students’ prior knowledge in the form of a survey, KWL chart, or writing prompt</li><li>● Demonstrations/role-playing that verify the knowledge and skills learned</li><li>● Anecdotal notes</li><li>● Teacher observations</li><li>● Journal entry</li><li>● Class/group discussions</li><li>● Student/group presentation and projects</li><li>● Teacher and student created rubrics</li><li>● Quizzes provided on SAVVAS or similar curricular resource</li><li>● Chapter test provided on SAVVAS or similar curricular resource</li><li>● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource</li></ul> |                               |                                 |  |          |       |            |          |                                      |                           |                            |                           |                               |                                             |                               |                                 |
|                                      | <p>Formative Assessment and other evidence:<br/>Peer Feedback<br/>Student Self Assessments<br/>Exit Tickets</p> <p><b>Unit 3: Community Jobs &amp; Economics (K)</b></p> <p><b>Sample Assessment: “Needs vs. Wants Sorting Task” Criteria</b></p> <table><tr><th>Criteria</th><th>Meets</th><th>Developing</th><th>Emerging</th></tr><tr><td><b>Understanding Needs vs. Wants</b></td><td>Correctly sorts all items</td><td>Correctly sorts most items</td><td>Sorts few items correctly</td></tr><tr><td><b>Explanation of Choices</b></td><td>Can explain why each item is a need or want</td><td>Explains some items correctly</td><td>Limited or unclear explanations</td></tr></table>                           |                               |                                 |  | Criteria | Meets | Developing | Emerging | <b>Understanding Needs vs. Wants</b> | Correctly sorts all items | Correctly sorts most items | Sorts few items correctly | <b>Explanation of Choices</b> | Can explain why each item is a need or want | Explains some items correctly | Limited or unclear explanations |
| Criteria                             | Meets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Developing                    | Emerging                        |  |          |       |            |          |                                      |                           |                            |                           |                               |                                             |                               |                                 |
| <b>Understanding Needs vs. Wants</b> | Correctly sorts all items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Correctly sorts most items    | Sorts few items correctly       |  |          |       |            |          |                                      |                           |                            |                           |                               |                                             |                               |                                 |
| <b>Explanation of Choices</b>        | Can explain why each item is a need or want                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Explains some items correctly | Limited or unclear explanations |  |          |       |            |          |                                      |                           |                            |                           |                               |                                             |                               |                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                           |                                        |                       |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Engagement</b> | Actively participates in sorting activity | Participates with occasional prompting | Minimal participation |
| <b>Stage 3 Learning Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                                           |                                        |                       |
| <b>Materials and Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                                           |                                        |                       |
| <p>Instruction is guided by the <a href="#">New Jersey Student Learning Standards (NJSLS) for Social Studies</a>. The district-approved resource, <i>Savvas MyWorld Social Studies</i> and <i>Savvas Realize (digital platform)</i>, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs.</p> <p><a href="#">Scope &amp; Sequence (Units 1-4)</a></p> <p><b>Savvas myWorld Interactive Curricular Resource:</b><br/> <a href="#">Chapter 3: Work Now and Long Ago</a></p> <p><b>Week 1</b><br/> Lesson Focus: Chapter Opener – Work Now and Long Ago + Quest Project-Based Learning: Act Out a Job<br/> Literacy Skills: SL.K.1 (collaborative discussion), RI.K.1 (ask/answer questions)<br/> Mandates: Diversity &amp; Inclusion – all jobs matter in a community; Amistad – highlight African American workers past and present</p> <ul style="list-style-type: none"> <li>• Chapter Opener: Work Now and Long Ago</li> <li>• Quest Project-Based Learning: Act Out a Job</li> </ul> <p><b>Week 2</b><br/> Lesson Focus: Lesson 1 – Why People Work<br/> Literacy Skills: RI.K.2 (main topic &amp; details), SL.K.2 (understand spoken info)<br/> Mandates: Diversity &amp; Inclusion – explore how people from all backgrounds work to provide for their families</p> |                   |                                           |                                        |                       |

- Lesson 1: Why People Work

### **Week 3**

Lesson Focus: Critical Thinking – Analyze Costs and Benefits

Literacy Skills: SL.K.3 (ask/answer), W.K.8 (recall info)

Mandates: Holocaust Law (age-appropriate) – fairness, kindness, considering others when making choices

- Critical Thinking Skills: Analyze Costs and Benefits

### **Week 4**

Lesson Focus: Lesson 2 – Jobs at School

Literacy Skills: RI.K.3 (connections between ideas), W.K.2 (informational writing)

Mandates: Diversity & Inclusion – respect all school workers, including those with disabilities

- Lesson 2: Jobs at School

### **Week 5**

Lesson Focus: Lesson 3 – Jobs in Our Community

Literacy Skills: RI.K.7 (use illustrations), SL.K.5 (add drawings/details)

Mandates: Amistad – highlight African American community helpers and leaders

- Lesson 3: Jobs in Our Community

### **Week 6**

Lesson Focus: Lesson 4 – Jobs Then and Now

Literacy Skills: RI.K.6 (author/illustrator roles), SL.K.4 (share info)

Mandates: Amistad – African American contributions to the workforce past and present; Diversity & Inclusion – show progress in access to jobs

- Lesson 4: Jobs Then and Now

### **Week 7**

Lesson Focus: Literacy Skill – Main Idea and Details

Literacy Skills: Main Idea and Details

Mandates: Diversity & Inclusion – understanding the main idea that everyone contributes to society

- Literacy Skills: Main Idea and Details

### **Week 8**

Lesson Focus: Readers + myWorld Activity Guide

Literacy Skills: RI.K.9 (compare texts), W.K.3 (narrative writing)

Mandates: Amistad – include stories of African American workers; Diversity & Inclusion – show workers from all backgrounds

- Readers
- myWorld Activity Guide

### **Week 9**

Lesson Focus: Chapter Closer – Work Now and Long Ago + Spanish Resources

Literacy Skills: SL.K.6 (express ideas clearly), W.K.7 (shared research/writing)

Mandates: Culmination – “Community Workers Book” project highlighting fairness (Holocaust), rules (Wooten), and diverse contributions (Amistad & D&I)

- Chapter Closer: Work Now and Long Ago
- Spanish Resources

**Activities and Resources:**

1. Community Helpers Role Play: Set up a dramatic play area where students can dress up as different community workers (e.g., police officers, doctors, firefighters). Provide props like a toy fire truck, medical kit, or police badge. (You will need dress-up clothes and props related to various community jobs.)
2. Community Helpers Chart: Create a large chart on the wall with pictures of different community workers. Have students match pictures with the tools they use and write or draw simple descriptions of what each worker does. (You will need pictures of community helpers, construction paper, and markers.)
3. Draw and Tell - Needs Vs. Wants: Provide students with drawing paper and crayons. Ask them to draw pictures of things they need (e.g., food, water, clothing) and things they want (e.g., toys, candy). Have them share their drawings with the class and explain what they drew.
4. Clothing Fun: Use a dress-up corner with various clothing items. Have students discuss and dress up in outfits that are needed for different weather conditions (e.g., raincoat for rain, hat for sun). Discuss why each piece of clothing is important.
5. Needs vs. Wants Sorting Game: Provide students with a set of picture cards depicting various items (e.g., food, toys, clothing). Have students sort them into two categories: needs and wants.
6. Story Time with Needs vs. Wants: Read a book that highlights needs and wants (e.g., "A Chair for My Mother" by Vera B. Williams). Discuss the story with students and have them identify examples of needs and wants. (You will need picture cards of items, sorting mats.)
7. How We Get Food: Create a simple food chain collage. Provide magazines, scissors, and glue for students to cut out pictures of how food gets from farms to our homes. Discuss the journey of food with the class.
8. Field Trip or Virtual Tour: Organize a field trip to a local supermarket. Alternatively, use virtual tours to explore different places where purchasing needs/wants is occurring.

9. Farmer Role Play: Set up a small “farm” area in the classroom with toy vegetables and fruits. Students can pretend to be farmers and discuss how they would help grow food for everyone.

10. Videos and Online Resources: Use educational videos or online resources (like National Geographic Kids, PBS Kids, BrainPop Jr, Get EPIC, Excite Reading App) that allow students to explore community jobs, resources, and make choices between needs and wants.

11. Scholastic News (if applicable)

**Suggested Holidays to Include:**

**●Unit 3: Community Jobs & Economics**

- Black History Month
- Women’s History Month
- Groundhog Day
- Presidents’ Day
- George Washington’s & Abraham Lincoln’s Birthday
- Eid al-Fitr

| Meeting the Needs of Students<br>Overview of Accommodations and Modifications                        |                                                                                                                                |                                                                                                                                  |                                                                                                                                   |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Students with Special Needs                                                                          | <u>MLLs</u>                                                                                                                    | Students at Risk of School Failure                                                                                               | <u>Gifted and Talented Students</u>                                                                                               |
| <ul style="list-style-type: none"> <li>● IEP/504 for specificities such as the following:</li> </ul> | <ul style="list-style-type: none"> <li>● Support will be provided according to the recommendations outlined by WIDA</li> </ul> | <ul style="list-style-type: none"> <li>● Monitor student success on formative, summative, and other assessment points</li> </ul> | <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Varied Lexile levels of</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ Additional time</li> <li>○ Review directions</li> <li>○ Assist with organization</li> <li>○ Preferential seating</li> <li>○ Follow a routine</li> <li>● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#"><u>Use Shelter Instruction Option Protocols (SIOP)</u></a></li> <li>● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies.</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level.</li> <li>● Develop content area vocabulary through the use of word walls and labeling classroom objects.</li> <li>● Students encounter new academic vocabulary in English.</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be</li> </ul> | <ul style="list-style-type: none"> <li>● Strategies for Support <ul style="list-style-type: none"> <li>○ Parent meeting</li> <li>○ Skills review</li> <li>○ Differentiation</li> <li>○ Assign SAVVAS lessons online for an at-home intervention.</li> <li>○ Open-book assessments</li> </ul> </li> </ul> | <p>reading</p> <ul style="list-style-type: none"> <li>● Increased production in writing assignments</li> <li>● Student-directed learning/ independent studies</li> <li>● Extension Activities</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> </ul> |
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|  | <p>provided with/or have access to directional words such as: circle, write, draw, cut, underline.</p> <ul style="list-style-type: none"> <li>● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication</li> <li>● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse.</li> </ul> |  |  |
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| Unit 4: A Kindergartener’s Guide to History & Culture                                                                                                                                                                                                       | Grade: Kindergarten                                                                             | Pacing: 3 - 40 minute periods per week (9 weeks)                                                 |                                                                                                                                             |
| Unit Overview                                                                                                                                                                                                                                               |                                                                                                 |                                                                                                  |                                                                                                                                             |
| In this unit, students will explore cultures, traditions, and celebrations that help shape communities. They will learn about how people live, work, and celebrate both in the past and today, and begin to understand how life changes over time.          |                                                                                                 |                                                                                                  |                                                                                                                                             |
| Through stories, images, and historical examples, students will compare schools, communities, transportation, and daily life long ago and in the present. They will also be introduced to simple ways of measuring time and using timelines to show change. |                                                                                                 |                                                                                                  |                                                                                                                                             |
| By the end of the unit, students will be able to identify differences between the past and present and recognize how technology, transportation, and daily life have changed over time.                                                                     |                                                                                                 |                                                                                                  |                                                                                                                                             |
| Stage 1 Desired Results                                                                                                                                                                                                                                     |                                                                                                 |                                                                                                  |                                                                                                                                             |
| New Jersey Student Learning Standards                                                                                                                                                                                                                       |                                                                                                 |                                                                                                  |                                                                                                                                             |
| <u>Content Standards</u>                                                                                                                                                                                                                                    | <u>Computer Science and Design Thinking</u>                                                     | <u>Career Readiness, Life Literacies, and Key Skills</u>                                         | <u>Interdisciplinary Connections</u>                                                                                                        |
| Content Standards<br><br>NJSLS Social Studies Standards:<br><br>6.1.2.CivicsPR.1: Determine what makes a good rule or law.                                                                                                                                  | Standards<br><br>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. | Standards<br><br>9.4.2.DC.2: Explain the importance of respecting the digital content of others. | English Language Arts Standards:<br><br>RI.K.1 / RL.K.1 – With prompting and support, ask and answer questions about key details in a text. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>6.1.2.CivicsPI.1:</b> Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p><b>6.1.2.HistoryCC.1:</b> Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p><b>6.1.2.HistoryCC.2:</b> Use a timeline of important events to make inferences about the “big picture” of history.</p> <p><b>6.1.2.HistoryCC.3:</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.GeoHE.1:</b> Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p><b>6.1.2.GeoHE.2:</b> Describe how human activities affect the</p> | <p><b>8.2.2.ITH.2:</b> Explain the purpose of a product and its value.</p> <p><b>8.2.2.ITH.3:</b> Identify how technology impacts or improves life.</p> <p><b>8.2.2.ITH.4:</b> Identify how various tools reduce work and improve daily tasks.</p> <p><b>8.2.2.ITH.5:</b> Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p> | <p><b>9.4.2.DC.3:</b> Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</p> <p><b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments.</p> <p><b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)</p> <p><b>9.4.2.IML.2:</b> Represent data in a visual format to tell a story about the data.</p> <p><b>9.4.2.GCA:1:</b> Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals</p> | <p><u>Connection to Social Studies:</u><br/>Students ask and answer questions about historical events, cultural traditions, and people in texts and stories about the past and present.</p> <p><b>RI.K.2 / RL.K.2</b> – With prompting and support, identify the main topic and retell key details of a text.</p> <p><u>Connection to Social Studies:</u><br/>Students identify key ideas about life in the past and present, including changes in schools, transportation, homes, and traditions.</p> <p><b>W.K.3</b> – With prompting and support, use drawing, dictating, and writing to narrate events or information.</p> <p><u>Connection to Social Studies:</u><br/>Students represent and describe how daily life and traditions have changed over time (past vs. present).</p> <p><b>SL.K.1</b> – Participate in collaborative conversations</p> |
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| <p>culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> |  |  | <p>with diverse partners about kindergarten topics and texts.</p> <p><u>Connection to Social Studies:</u><br/>Students discuss culture, traditions, and historical change while listening and sharing ideas about past and present life.</p> <p><u>Science:</u></p> <p><b>NGSS K-ESS3-1.:</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p><u>Math:</u></p> <p><b>K.G.B.5:</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <ul style="list-style-type: none"> <li>● model shapes in the world by building shapes from components (e.g. sticks and clay balls)</li> <li>● model shapes in the world by drawing</li> </ul> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>shapes</p> <p><b>SEL:</b> Understand that all people share differences and similarities</p> <p><b>Amistad Law:</b> Exploring contributions of African Americans to our country</p> <p><b>Diversity and Inclusion:</b> Highlighting economic diversity, equity, inclusion, tolerance, and belonging</p> <p><b>Holocaust Law:</b> Examining the Holocaust and genocides to fight racism and hatred</p> |
| <p style="text-align: center;"><b>Vertical Integration</b><br/> <b>NJSLS Social Studies (K–2 Grade Band)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Prior Learning</b><br/> <i>Prior to Unit 4, students develop foundational understandings of time, culture, and change through early social studies experiences. They recognize that community roles such as teachers and doctors can change over time and begin to use basic time concepts like “long ago” and “today.” Students are introduced to key historical figures and U.S. symbols, helping them understand important people and representations of our nation. They also learn that people live in different places, have different ways of life, and celebrate a variety of customs and</i></p> |  | <p><b>Future Learning</b><br/> <i>By the end of Grade 2, students build on their Kindergarten understanding of past and present life, cultural traditions, and change over time by examining historical events in greater depth and comparing life across different time periods. They expand their understanding of how communities and cultures develop and change, including how technology, transportation, and daily life evolve. Students also begin to connect personal experiences to local and national history while strengthening their understanding of cultural diversity, time, and simple</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p><i>traditions. In addition, students begin to recognize that technology and transportation change over time, laying the groundwork for comparing the past and present in Unit 4.</i></p> <p><b>Standard 6.1: U.S. History: America in the World</b></p> <p><b>1.P.A.1:</b> Recognize that community roles (e.g., teacher, doctor) change over time.</p> <p><b>6.1.P.A.2:</b> Understand basic time concepts (e.g., "long ago," "today").</p> <p><b>6.1.P.A.3:</b> Recognize key historical figures and events (e.g., George Washington, Martin Luther King Jr.).</p> <p><b>Standard 6.2: Civics, Government, and Human Rights</b></p> <p><b>6.2.P.A.1:</b> Recognize U.S. symbols (e.g., American flag, bald eagle).</p> <p><b>Standard 6.3: Geography, People, and the Environment</b></p> <p><b>6.3.P.A.1:</b> Understand that people live in different places and have different ways of life.</p> <p><b>6.3.P.A.2:</b> Recognize that people celebrate various customs and traditions (e.g., holidays, cultural festivals).</p> <p><b>Standard 6.4: Economics, Innovation, and Technology</b></p> <p><b>6.4.P.A.1:</b> Recognize that technology and transportation change over time.</p> <hr/> | <p><i>cause-and-effect relationships.</i></p> |
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| <b>How These Standards Build Toward Unit 4</b>                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
| <b>History and Time:</b> Students’ understanding of past and present (6.1.P.A.2) will help them compare life then and now, using real-life examples like schools and homes.                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
| <b>Historical Figures and Events:</b> The introduction to figures like George Washington and Martin Luther King Jr. (6.1.P.A.3) helps students appreciate the impact of individuals on history.                                                                                                             |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
| <b>Cultural Traditions:</b> Exposure to various cultural customs (6.3.P.A.2) helps students explore the significance of traditions and holidays in different cultures.                                                                                                                                      |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
| <b>Technology and Transportation:</b> Understanding how technology and transportation have evolved (6.4.P.A.1) sets the stage for comparing past and present advancements.                                                                                                                                  |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
| <b>Change Over Time:</b> Students will connect the idea that community roles and life have changed over time (6.1.P.A.1) to broader historical shifts in society.                                                                                                                                           |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
| <b>ESTABLISHED GOAL</b><br><br>The goal of this unit is for Kindergarten students to explore various cultures, customs, traditions, and celebrations. They will compare life in the past with life today and learn about the changes that have shaped our society. They will also learn how to measure time | <b>Meaning</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                             | <b>ENDURING UNDERSTANDINGS</b>                                                                                                                                                                                                                                                                           | <b>ESSENTIAL QUESTIONS</b>                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                             | <u>Students will understand that:</u><br><br>●Our country is rich with diverse cultures, customs, traditions, and celebrations.<br>●We are all members of the same community.<br>●Life used to be different in the past.<br>●Influential individuals played a key role in shaping our country’s history. | <br><br>1. Why do we celebrate people and events?<br>2. What are your family traditions?<br>3. How does my culture identify me?<br>4. What was life like in the past? ‘<br>5. How was life different long ago?<br>6. How does life change throughout history? |

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| and interpret timelines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>● We honor our history through various forms of celebration.</li> <li>● Stories are an integral part of our culture.</li> <li>● Stories can impart important lessons and morals.</li> <li>● People use clocks and calendars to keep track of time.</li> <li>● "Today" and "now" refer to the present, "yesterday" refers to the past, and "tomorrow" refers to the future.</li> <li>● Time is measured in days and nights.</li> <li>● A calendar displays days, weeks, and months.</li> <li>● A clock indicates hours and minutes.</li> <li>● A week consists of 7 days, a month is approximately 4 weeks, a year has 12 months, a decade spans 10 years, and a century encompasses 100 years.</li> </ul> | <ul style="list-style-type: none"> <li>7. How do we track time?</li> <li>8. How can time be measured?</li> <li>9. How was life different long ago?</li> <li>10. How does life change throughout history?</li> </ul> |
| <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |
| <u>Students will be able to...(Depth of Knowledge)</u> <ul style="list-style-type: none"> <li>● Distinguish between the past and present using terms such as “long ago” and “today”</li> <li>● Identify and describe changes in daily life over time, including school, home, transportation, and technology</li> <li>● Recognize and discuss cultural traditions, celebrations, and symbols from different communities</li> <li>● Compare similarities and differences between past and present using stories, images, and discussions</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |

- Understand that life changes over time and is shaped by people, events, and traditions from the past

### **DOK Level 1: Recall and Reproduction**

#### **Description:**

Students will recall basic facts, vocabulary, and concepts about past and present life, cultural traditions, historical figures, and simple time concepts. They will demonstrate understanding through identification, naming, and recall tasks.

#### **Learning Target Examples:**

- Past and Present:  
Students can identify “long ago” vs. “today.”
- Historical Figures and Symbols:  
Students can recognize key figures and U.S. symbols.
- Culture and Traditions:  
Students can name simple traditions and celebrations.
- Change Over Time:  
Students can identify basic changes in transportation, school, or home life.

#### **Instructional Activities for DOK Level 1:**

- Picture sorting: Sort images into “past” and “present.”
- Matching activities: Match historical figures or symbols to their names.
- Flashcard identification: Identify old vs. new objects (cars, schools, tools).
- Visual recognition: Identify cultural celebrations and traditions in pictures.

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### **DOK Level 2: Skills and Concepts**

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|  | <p><b>Description:</b><br/>Students will describe, compare, and make simple connections between past and present, cultural traditions, and historical ideas. They begin to organize information and explain basic relationships.</p> <p><b>Learning Target Examples:</b></p> <ul style="list-style-type: none"> <li>● Past vs. Present:<br/>Students explain differences between life long ago and today.</li> <li>● Culture and Traditions:<br/>Students describe how families and communities celebrate traditions.</li> <li>● Historical Connections:<br/>Students describe how people and events from the past connect to today.</li> <li>● Change Over Time:<br/>Students explain simple changes in transportation, schools, or homes.</li> </ul> <p><b>Instructional Activities for DOK Level 2:</b></p> <ul style="list-style-type: none"> <li>● Compare and discuss: Talk about differences between past and present school life.</li> <li>● Sorting and explaining: Sort old vs. new objects and explain choices.</li> <li>● Read-aloud discussions: Identify traditions and historical ideas in stories.</li> <li>● Graphic organizers: Compare “then and now” images.</li> </ul> <hr/> <p><b>DOK Level 3: Strategic Thinking</b></p> <p><b>Description:</b><br/>Students will apply knowledge to explain relationships between past and present and begin reasoning about how and why things change over time. They connect culture, history, and daily life.</p> |
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|  | <p><b>Learning Target Examples:</b></p> <ul style="list-style-type: none"> <li>● Change Over Time:<br/>Students explain how and why things like transportation and technology change.</li> <li>● Culture and Traditions:<br/>Students explain why traditions are important to families and communities.</li> <li>● Historical Thinking:<br/>Students describe how past events or people influence life today.</li> <li>● Comparison Skills:<br/>Students compare past and present and explain similarities and differences.</li> </ul> <p><b>Instructional Activities for DOK Level 3:</b></p> <ul style="list-style-type: none"> <li>● Think-pair-share: “How is school different today than long ago?”</li> <li>● Cause-and-effect discussion: Why do things change over time?</li> <li>● Scenario analysis: What would life be like without modern technology?</li> <li>● Compare and explain: Identify how traditions are passed down</li> </ul> <hr/> <p><b>DOK Level 4: Extended Thinking</b></p> <p><b>Description:</b><br/>Students will create, apply, and extend learning through projects that show understanding of change over time, culture, and history in meaningful ways.</p> <p><b>Learning Target Examples:</b></p> <ul style="list-style-type: none"> <li>● Past and Present Representation:<br/>Students create representations of “then and now” in daily life</li> <li>● Cultural Understanding:<br/>Students demonstrate understanding of traditions and cultural celebrations</li> </ul> |
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|                            | <ul style="list-style-type: none"> <li>• Historical Connections:<br/>Students show how life has changed over time using drawings or models</li> <li>• Integrated Understanding:<br/>Students connect past, present, and personal experiences in a project</li> </ul> <p><b>Instructional Activities for DOK Level 4:</b></p> <ul style="list-style-type: none"> <li>• “Then and Now” book: Create pages comparing past and present life</li> <li>• Timeline activity: Arrange events or images in order of time</li> <li>• Cultural celebration project: Illustrate and explain a tradition</li> <li>• Class museum: Display old vs. new items and explain changes over time</li> </ul> |
| <b>Stage 2 Evidence</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                            | <ul style="list-style-type: none"> <li>• Pre-assessments of students’ prior knowledge in the form of a survey, KWL chart, or writing prompt</li> <li>• Demonstrations/role-playing that verify the knowledge and skills learned</li> <li>• Anecdotal notes</li> <li>• Teacher observations</li> <li>• Class/group discussions</li> <li>• Student/group presentation and projects (PBL)</li> <li>• Teacher and student created rubrics</li> <li>• Quizzes provided on SAVVAS or similar curricular resource</li> <li>• Chapter test provided on SAVVAS or similar curricular resource</li> <li>• Build a test option included with each chapter</li> </ul>                               |
|                            | Formative Assessment and other evidence:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Peer Feedback  
Student Self Assessments  
Exit Tickets

**Unit 4: A Kindergartener’s Guide to History & Culture (K)**

**Sample Assessment: “Then & Now” Story / Illustration Rubric**

| <b>Criteria</b>                         | <b>3 – Exceeds</b>                                                 | <b>2 – Meets</b>                        | <b>1 – Emerging</b>                   |
|-----------------------------------------|--------------------------------------------------------------------|-----------------------------------------|---------------------------------------|
| <b>Comparison of Past &amp; Present</b> | <b>Clearly identifies 2–3 differences between past and present</b> | <b>Identifies 1–2 differences</b>       | <b>Limited or unclear comparisons</b> |
| <b>Illustrations/Visuals</b>            | <b>Pictures clearly show past and present life</b>                 | <b>Pictures show some differences</b>   | <b>Pictures unclear or minimal</b>    |
| <b>Communication</b>                    | <b>Explains ideas verbally or in writing clearly</b>               | <b>Explains ideas with some clarity</b> | <b>Ideas unclear or incomplete</b>    |
| <b>Effort &amp; Participation</b>       | <b>Thoughtful, complete, and neat</b>                              | <b>Mostly complete, moderate effort</b> | <b>Incomplete or minimal effort</b>   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                             |                                  |                                |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Sample Assessment: “Then &amp; Now” Story / Illustration Rubric</b> |                                                             |                                  |                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Criteria</b>                                                        | <b>3 – Exceeds</b>                                          | <b>2 – Meets</b>                 | <b>1 – Emerging</b>            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Comparison of Past &amp; Present</b>                                | Clearly identifies 2–3 differences between past and present | Identifies 1–2 differences       | Limited or unclear comparisons |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Illustrations/Visuals</b>                                           | Pictures clearly show past and present life                 | Pictures show some differences   | Pictures unclear or minimal    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Communication</b>                                                   | Explains ideas verbally or in writing clearly               | Explains ideas with some clarity | Ideas unclear or incomplete    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Effort &amp; Participation</b>                                      | Thoughtful, complete, and neat                              | Mostly complete, moderate effort | Incomplete or minimal effort   |
| <b>Stage 3 Learning Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                        |                                                             |                                  |                                |
| <b>Materials and Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                        |                                                             |                                  |                                |
| Instruction is guided by the <a href="#">New Jersey Student Learning Standards (NJSLS) for Social Studies</a> . The district-approved resource, <i>Savvas MyWorld Social Studies and Savvas Realize (digital platform)</i> , are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs. |                                                                        |                                                             |                                  |                                |
| <a href="#">Scope &amp; Sequence (Units 1-4)</a>                                                                                                                                                                                                                                                                                                                                                                               |                                                                        |                                                             |                                  |                                |
| <b>Savvas myWorld Interactive Curricular Resource:</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                             |                                  |                                |
| <a href="#">Chapter 6: Learning About the Past</a>                                                                                                                                                                                                                                                                                                                                                                             |                                                                        |                                                             |                                  |                                |

**Week 1**

Lesson Focus: Chapter Opener – Life Then and Now + Quest Project-Based Learning: Create a Museum Exhibit

Literacy Skills: SL.K.1 (collaborative discussion), RI.K.1 (ask/answer questions)

Mandates: Diversity & Inclusion – all cultures and family traditions matter; Amistad – introduce African American cultural traditions

- Chapter Opener: Life Then and Now
- Quest Project-Based Learning: Create a Museum Exhibit

**Week 2**

Lesson Focus: Lesson 1 – Long Ago and Today

Literacy Skills: RI.K.2 (main topic & details), SL.K.2 (understand spoken info)

Mandates: Amistad – highlight changes in African American family and community life over time

- Lesson 1: Long Ago and Today

**Week 3**

Lesson Focus: Lesson 2 – Homes Then and Now

Literacy Skills: RI.K.3 (connections between ideas), W.K.2 (informational writing)

Mandates: Diversity & Inclusion – show how different cultures and communities live in different types of homes

- Lesson 2: Homes Then and Now

**Week 4**

Lesson Focus: Critical Thinking – Compare and Contrast

Literacy Skills: SL.K.3 (ask/answer), W.K.8 (recall info)

Mandates: Holocaust Law (age-appropriate) – fairness, respect for differences, valuing others' lived experiences

- Critical Thinking Skills: Compare and Contrast

### **Week 5**

Lesson Focus: Lesson 3 – Schools Then and Now

Literacy Skills: RI.K.7 (use illustrations), SL.K.5 (add drawings/details)

Mandates: Amistad – African American access to education and progress over time; Diversity & Inclusion – inclusive classrooms today

- Lesson 3: Schools Then and Now

### **Week 6**

Lesson Focus: Lesson 4 – Technology Then and Now

Literacy Skills: RI.K.6 (author/illustrator roles), SL.K.4 (share info)

Mandates: Diversity & Inclusion – technology helps all learners, including people with disabilities

- Lesson 4: Technology Then and Now

### **Week 7**

Lesson Focus: Literacy Skill – Sequence of Events

Literacy Skills: Sequence of Events

Mandates: Amistad – highlight historical sequence of African American contributions; Diversity & Inclusion – show how progress builds over time

- Literacy Skills: Sequence of Events

### **Week 8**

Lesson Focus: Readers + myWorld Activity Guide

Literacy Skills: RI.K.9 (compare texts), W.K.3 (narrative writing)

Mandates: Amistad & Diversity – readers include stories of diverse families and heroes; connect to past and present contributions

- Readers
- myWorld Activity Guide

### **Week 9**

Lesson Focus: Chapter Closer – Life Then and Now + Spanish Resources

Literacy Skills: SL.K.6 (express ideas clearly), W.K.7 (shared research/writing)

Mandates: Culmination – final project comparing life then and now, showing fairness (Holocaust), inclusion (D&I), and diverse contributions (Amistad)

- Chapter Closer: Life Then and Now
- Spanish Resources

### **Supplemental Instructional Materials/Activities:**

#### **Books:**

#### **1. Culture**

Someone New by Anne Sibley O'Brien

The Day You Begin by Jacqueline Woodson

Festival of Colors by Kabir Sehgal

A Visit to Grandad: An African ABC by Sade Fadipe

All are Welcome by Alexandra Penfold

We March by Shane Evans

I am Enough by Grace Byers

My People by Langston Hughes  
Blue Skies, White Stars by Sarvinder Naberhaus  
Danbi Leads the School Parade by Anna Kim  
Home is in Between by Mitali Perkins  
You Matter by Christian Robinson  
We Are All Under One Wide Sky by Deborah Wiles  
Yoko by Rosemary Wells  
I'm Like You, You're Like Me by Cindy Gainer  
Let's Eat!: Children and Their Food Around the World by Beatrice Hollyer  
Families are Different by Nina Pellegrini (Scholastic Big Book)  
What We Wear Dressing Up Around the World by Maya Ajmera, Elise Hoffer Derstine, and Cynthia Pon  
Whoever You Are by Mem Fox ("Exploring Where and Why" Literacy Library Bag)

**Activities and Resources:**

1. Cultural Celebration Station: Set up stations with different cultural artifacts or information. Students can rotate through the stations, learning about various cultures, traditions, and celebrations.
2. Time Travel Diary: Create a "time travel diary" where students draw and write about what they might see if they traveled back in time to a historical period.
3. Past vs. Present Sorting Game: Use picture cards showing items or activities from the past and present (e.g., old-fashioned phones vs. smartphones). Have students sort them into two categories and discuss the differences.
4. Timeline Creation: Create a simple timeline in the classroom where students can add drawings or pictures of significant events or changes (e.g., transportation, technology) they learn about during the unit.
5. Storytelling Circle: Have students sit in a circle and share stories about their own family traditions or customs. Discuss how these might be different from or similar to traditions in other cultures.
6. "Then and Now" Art Project: Students create two drawings or collages—one showing something from the past and one from the present (e.g., old schools vs. modern schools). Display their work in a "Then and Now" gallery.

7. Historical Figure Dress-Up: Use costumes or props to help students learn about historical figures. Discuss how these figures impacted the world and compare their lives to today.
8. Technology Show and Tell: Have students bring in or draw pictures of old and new technologies. Discuss how these tools have changed and made life different.
9. Holiday Craft Workshop: Create crafts related to different holidays and celebrations discussed in the read-alouds. For example, making paper lanterns for Chinese New Year or ornaments for various festive occasions.
10. Videos and Online Resources: Use educational videos or online resources (like National Geographic Kids, PBS Kids, BrainPop Jr, Get EPIC, Excite Reading App) that allow students to explore different customs, cultures, celebrations, and traditions.
11. Scholastic News (if applicable)

**Suggested Holidays to Include:**

● **Unit 4: A Kindergartener's Guide to History & Culture**

- Thanksgiving
- Independence Day
- Other culturally significant holidays mentioned (Diwali, Hanukkah, etc.)

**Meeting the Needs of Students**  
**Overview of Accommodations and Modifications**

|                                    |             |                                           |                                     |
|------------------------------------|-------------|-------------------------------------------|-------------------------------------|
| <b>Students with Special Needs</b> | <u>MLLs</u> | <b>Students at Risk of School Failure</b> | <u>Gifted and Talented Students</u> |
|------------------------------------|-------------|-------------------------------------------|-------------------------------------|

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| <ul style="list-style-type: none"> <li>● IEP/504 for specificities such as the following: <ul style="list-style-type: none"> <li>○ Additional time</li> <li>○ Review directions</li> <li>○ Assist with organization</li> <li>○ Preferential seating</li> <li>○ Follow a routine</li> </ul> </li> <li>● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.</li> </ul> | <ul style="list-style-type: none"> <li>● Support will be provided according to the recommendations outlined by WIDA</li> <li>● <a href="#">Use Shelter Instruction Option Protocols (SIOP)</a></li> <li>● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies.</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level.</li> <li>● Develop content area vocabulary through the use of word walls and labeling classroom objects.</li> <li>● Students encounter new academic vocabulary in English.</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul> | <ul style="list-style-type: none"> <li>● Monitor student success on formative, summative, and other assessment points</li> <li>● Strategies for Support <ul style="list-style-type: none"> <li>○ Parent meeting</li> <li>○ Skills review</li> <li>○ Differentiation</li> <li>○ Assign SAVVAS lessons online for an at-home intervention.</li> <li>○ Open-book assessments</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Varied Lexile levels of reading</li> <li>● Increased production in writing assignments</li> <li>● Student-directed learning/ independent studies</li> <li>● Extension Activities</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> </ul> |
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|  | <p>to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline.</p> <ul style="list-style-type: none"> <li>● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication</li> <li>● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse</li> </ul> |  |  |
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