



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Social Studies

COURSE Social Studies, Grade K

## **Curriculum Development Timeline**

**School:** All Elementary Schools  
**Course:** Social Studies, Grade K  
**Department:** Social Studies

Board Approval	Supervisor	Notes
August 2005	Eleanor Hughes	Born Date
July 2007	Eleanor Hughes	Revisions
September 2012	Eleanor Hughes	Revisions
December 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2021	Michelle Shappirio	Alignment to Standards & Review
August 2022	Rich Steckhahn	Incorporate State Mandate

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Ch. 1 Learning and Working Together	21	Ch. 2 National and State Symbols
2	Ch. 1 Learning and Working Together	22	Ch. 2 National and State Symbols
3	Ch. 1 Learning and Working Together	23	Ch. 2 National and State Symbols
4	Ch. 1 Learning and Working Together	24	Ch. 2 National and State Symbols
5	Ch. 1 Learning and Working Together	25	Ch. 2 National and State Symbols
6	Ch. 1 Learning and Working Together	26	Ch. 2 National and State Symbols Assessment and Quest
7	Ch. 1 Learning and Working Together Assessment and Quest	27	Ch. 5 Time and Chronology
8	Ch. 4 Geography and Neighborhood	28	Ch. 5 Time and Chronology
9	Ch. 4 Geography and Neighborhood	29	Ch. 5 Time and Chronology
10	Ch. 4 Geography and Neighborhood	30	Ch. 5 Time and Chronology
Week	Marking Period 2	Week	Marking Period 4
11	Ch. 4 Geography and Neighborhood	31	Ch. 5 Time and Chronology
12	Ch. 4 Geography and Neighborhood	32	Ch. 5 Time and Chronology
13	Ch. 4 Geography and Neighborhood	33	Ch. 5 Time and Chronology Assessment and Quest
14	Ch. 4 Geography and Neighborhood Assessment and Quest	34	Ch. 6 Learning About the Past
15	Ch. 3 Work Now and Long Ago	35	Ch. 6 Learning About the Past

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### COURSE Social Studies, Grade K

16	Ch. 3 Work Now and Long Ago	36	Ch. 6 Learning About the Past
17	Ch. 3 Work Now and Long Ago	37	Ch. 6 Learning About the Past
18	Ch. 3 Work Now and Long Ago	38	Ch. 6 Learning About the Past
19	Ch. 3 Work Now and Long Ago	39	Ch. 6 Learning About the Past
20	Ch. 3 Work Now and Long Ago Assessment and Quest	40	Ch. 6 Learning About the Past Assessment and Quest

### **Holocaust**

- **6.1.2.CivicsPR.4, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3**
  - Ch. 1-Home and School Leaders
  - Ch. 1-How We Share
  - Week of Respect

### **Amistad**

- **6.1.2.CivicsPD.1, 6.1.2.CivicsPD.2, 6.1.2.CivicsCM.1**
  - Ch. 1 Learning and Working Together-Critical Thinking Skills: Solve a Problem-Dr. Martin Luther King, Jr.
  - Ch. 6 People in History-Booker T. Washington
  - Ch. 6 We Celebrate Our Past-Dr. Martin Luther King, Jr. Day
  - Ch. 6 Citizenship-Dr. Martin Luther King, Jr.

### **Diversity, Equity, Inclusion**

- **6.1.2.CivicsPR.4, 6.1.2.CivicsCM.1, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3**
  - Ch. 1 - Lesson 5: Good Citizens

### Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, McGraw Hill Reading Wonders, various trade books related to topics.

Time Frame	7 Weeks
Topic	
Learning and Working Together	
Alignment to Standards	
<b>6.1.2.CivicsPI.1:</b> Describe roles and responsibilities of community and local government	

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leaders (e.g., mayor, town council).

**6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.

**6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.

**6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**6.1.2.CivicsPI.6:** Explain what government is and its function.

**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.

**6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.

**6.1.2.CivicsPR.1:** Determine what makes a good rule or law

**6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

**6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.

**6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

**6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

**6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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**6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

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

**6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

**6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

### Learning Objectives and Activities

*Students will...*

- use prior knowledge to gain understanding.
- make meaningful connections to personal experience.
- establish meaning.
- use concepts in this chapter to make new class rules.
- discuss the compelling question "Why do we have rules?"
- recognize why people cooperate.
- identify ways of sharing.
- identify and solve problems.
- recognize why we need rules and laws.
- know the consequences of breaking rules.
- identify rules at school.
- compare school rules in the past with school rules today.
- identify community laws.
- identify leaders who make rules.
- describe the leaders in my home.
- explain how a government keeps communities safe.
- recognize what makes a good citizen.
- recognize that all people should be treated fairly.
- identify how good citizens help solve problems.
- recognize what a responsibility is.
- identify what makes a good citizen.
- identify how good citizens are responsible and help others.

#### **Activities**

- Big Question: How do people best cooperate?
  - Watch the video, "How Do People Best Cooperate?"

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- Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill: Distinguish Fact From Fiction
- Quest Options
  - Project-Based Learning: Make a Rule for Your Class
- Read and Respond
  - Lesson 1: Where We Learn
  - Lesson 2: We Work Together
  - Critical Thinking Skills Lesson: Solve a Problem
  - Lesson 3: Rules and Laws
  - Lesson 4: Leaders Make Rules
  - Lesson 5: Good Citizens
  - Lesson 6: Stories of Good Citizens
- Citizenship: Jamie Escalante
  - Talk and share to describe individual responsibility.

### **Leveled Readers**

- *It Is Better to Work Together*
- *Why Should We Work Together*

### **ELA Connections: Wonders**

- Unit 1 Week 1: How can we get along with new friends?
- Unit 3 Week 1: What rules do we follow in different places?
- Unit 4, Week 3: How can people help to make your community better?

### **Literature Resources**

- *Malala: A Brave Girl From Pakistan* by Jeanette Winter
- *The Story of Ruby Bridges* by Robert Coles
- *Iqbal: A Brave Boy From Pakistan* by Jeanette Winter
- *Jack and the Beanstalk* by Mark Chambers
- *Goldilocks and the Three Bears* by James Marshall
- *Tortillitas Para Mama* by Margot Griego
- *Me First* by Helen Lester
- *Too Many Tamales* by Gary Soto
- *The People Can Fly* by Virginia Hamilton

### **Assessments**

#### **Formative:**

- Lesson 1 Check, page 5
- Lesson 2 Check, page 9
- Lesson 3 Check, page 15

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COURSE Social Studies, Grade K

- Lesson 4 Check, page 17
- Lesson 5 Check, page 21
- Lesson 6 Check, page 25
- Online quizzes (Lessons 1-4)

### **Summative:**

- Chapter 1 Assessment

### **Benchmark:**

- Social Studies Skills Pre-Test

### **Alternative:**

- Quest Finding: Make a Rule for Your Class

## Interdisciplinary Connections

### **NJSLS: ELA**

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.
- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.

## Technology Integration

**9.4.5.CT.2:** Identify a problem and list the types of individuals and resources that can aid in solving the problem (e.g., school, community agencies, governmental, online).

## Career Education

**CRP1.** Act as a responsible and contributing citizen and employee.

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**CRP6.** Demonstrate creativity and innovation.

Time Frame	7 Weeks
Topic	
Geography and Neighborhood	
Alignment to Standards	
<p><b>6.1.2.CivicsPR.2:</b> Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p><b>6.1.2.CivicsPR.3:</b> Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p><b>6.1.2.GeoPP.1:</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p><b>6.1.2.GeoSV.1:</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.GeoSV.2:</b> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p><b>6.1.2.GeoSV.3:</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).</p> <p><b>6.1.2.GeoSV.4:</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</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 culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p><b>6.1.2.GeoHE.3:</b> Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p>	

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**6.1.2.GeoHE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.

**6.1.2.GeoGI.1:** Explain why and how people, goods, and ideas move from place to place.

**6.1.2.GeoGI.2:** Use technology to understand the culture and physical characteristics of regions.

**6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.

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

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

**6.3.2.GeoGI.2:** Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

**6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

**6.3.2.GeoGI.2:** Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

## Learning Objectives and Activities

*Students will...*

- compare and contrast the relative locations of people, places, and environments.
- recognize several different location words.
- realize that places and their relative advantages and disadvantages, change over time.
- realize what a globe represents and how to use one.
- recognize what a map represents and how to use one.
- recognize that maps have symbols that represent real things.
- identify different parts of a map and what information they show.
- recognize how to ask and answer questions about a text or image.
- describe the absolute location of a place, using an address.
- recognize that people live in neighborhoods.
- identify different ways people get from place to place.
- recognize that traffic rules keep us safe.

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- identify different traffic rules and how they keep us safe.
- realize that places have changed over time.
- identify resources that were used long ago.
- identify resources that are used today.
- recognize why it is important to keep resources safe.
- realize that a summary includes a story's main idea and details.
- recognize how to summarize a text.

### **Activities**

- Big Question: What is the world like?
  - Watch the video, "What is the World Like?"
  - Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill: Summarize
- Quest Options
  - Project-Based Learning: Make a Map Game
- Read and Respond
  - Lesson 1: Where We Live
  - Lesson 2: Globes and Maps
  - Lesson 3: Parts of a Map
  - Map and Graph Skills
  - Lesson 4: Our Home and Neighborhood
  - Lesson 5: Safe Neighborhood
  - Lesson 6: Our Resources
  - Literary Skills: Summarize
- Citizenship: John Muir
  - Talk and share to describe individual responsibility.

### **Leveled Readers**

- *The Buildings in Our Neighborhood*
- *The Structures of Our Town*

### **ELA Connections: Wonders**

- Unit 3 Week 1: What rules do we follow in different places?
- Unit 3 Week 3: What places do you go to during the week?
- Unit 4, Week 2: Who are your neighbors?
- Unit 4, Week 3 Make your community better.

### **Literature Resources**

- *The Listening Walk* by Paul Showers
- *Barrio: Jose's Neighborhood* by George Ancona
- *On the Town: A Community Adventure* by Judith Caseley

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- *My Map Book* by Sara Fanelli

### Assessments

#### **Formative:**

- Lesson 1 Check, page 87
- Lesson 2 Check, page 89
- Lesson 3 Check, page 93
- Lesson 4 Check, page 99
- Lesson 5 Check, page 101
- Lesson 6 Check, page 105
- Online quizzes (Lessons 1-6)

#### **Summative:**

- Chapter 4 Assessment

#### **Benchmark:**

- NA

#### **Alternative:**

- Quest Finding: Make a Map Game

### Interdisciplinary Connections

#### NJSLS: ELA

- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

#### NJSLA: Science

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### NJSLS: Computer Science and Design Thinking

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

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Career Readiness, Life Literacies, and Key Skills
<b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community.
Technology Integration
<b>9.4.5.CT.2:</b> Identify a problem and list the types of individuals and resources that can aid in solving the problem (e.g., school, community agencies, governmental, online).
Career Education
<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP4.</b> Communicate clearly and effectively and with reason.

Time Frame	6 Weeks
Topic	
Work Now and Long Ago	
Alignment to Standards	
<b>6.1.2.CivicsPI.4:</b> Explain how all people, not just official leaders, play important roles in a community.	
<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.	
<b>6.1.2.CivicsPD.2:</b> Establish a process for how individuals can effectively work together to make decisions	
<b>6.1.2.GeoSV.1:</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).	
<b>6.1.2.GeoSV.2:</b> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).	
<b>6.1.2.GeoSV.3:</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).	
<b>6.1.2.EconET.1:</b> Explain the difference between needs and wants.	

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**6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.

**6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.

**6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.

**6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

**6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

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

### Learning Objectives and Activities

*Students will...*

- explore potential jobs for later in life.
- brainstorm, plan, and explore the Quest Topic.
- discuss the compelling questions "How do people choose a job?" after completing the quest.
- explain the reasons why people work.
- explore the differences between needs and wants.
- recognize that people make money through their jobs to provide the things they need and want.
- recognize the difference between cost and benefits.
- use a chart to compare costs and benefits.
- identify the importance of the child's job at school.
- recognize the role and purpose of jobs at school.
- analyze visuals and identify important information.
- name community helpers.
- identify many of the jobs within a community and understand their purpose.
- discuss making and selling things.
- compare and contrast jobs long ago and jobs today.
- recognize that tools make some jobs faster as well as how some tools have changed over time.
- analyze visuals and identify important details.
- compare and contrast life long ago and life today.

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### **Activities**

- Big Question: How have jobs changed over time?
  - Watch the video, "How Have Jobs Changed Over Time?"
  - Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill: Main Ideas and Details
- Quest Options
  - Project-Based Learning: What Is My Job?
- Read and Respond
  - Quest: What is My Job?
  - Lesson 1: Why People Work
  - Critical Thinking Skills: Analyze Cost and Benefits
  - Lesson 2: Jobs at School
  - Lesson 3: Jobs in Our Community
  - Lesson 4: Jobs Then and Now
  - Literary Skills: Main Ideas and Details
- Citizenship: Clara Barton
  - Talk and share to describe individual responsibility.

### **Leveled Readers**

- *Jobs Then and Now*
- *Jobs and Their Tools Over Time*

### **ELA Connections: Wonders**

- Unit 4 Week 1: What do people use to do their jobs?
- Unit 4 Week 2: Who are your neighbors?
- Unit 4, Week 3: How can people help to make your community better?

### **Literature Resources**

- *Life at Work (Then and Now)* by Vicki Yate
- *Delivering Your Mail: A Book About Mail Carriers* by Ann Owen
- *Clara and Davie (a story of Clara Barton)* by Patricia Polacco
- *Career Day* by Anne Rockwell
- *Clothesline Clues to Jobs People Do* by Kathryn Heli

### **Assessments**

#### **Formative:**

- Lesson 1 Check, page 63
- Lesson 2 Check, page 67
- Lesson 3 Check, page 69

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- Lesson 4 Check, page 73
- Online quizzes (Lessons 1-4)

### **Summative:**

- Chapter 3 Assessment

### **Benchmark:**

- NA

### **Alternative:**

- Quest Finding: What Is My Job?

## Interdisciplinary Connections

### NJSLS: ELA

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RL.K.4.** Ask and answer questions about unknown words in a text.
- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.
- **SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

### NJSLA: Science

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Career Readiness, Life Literacies, and Key Skills

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

**9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.

## Technology Integration

## Career Education

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP4.** Communicate clearly and effectively and with reason.

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Time Frame	6 Weeks
Topic	
National and State Symbols	
Alignment to Standards	
<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>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.CivicsDP.3:</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p><b>6.1.2.HistoryCC.3:</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p>	
Learning Objectives and Activities	
<p><i>Students will...</i></p> <ul style="list-style-type: none"><li>• use prior knowledge to gain understanding.</li><li>• make meaningful connections to personal experiences.</li><li>• establish meaning.</li><li>• apply concepts learned to play a game.</li><li>• discuss the compelling question "What is important to Americans?" after completing the Quest.</li><li>• recognize that we all live in a country: the United States.</li><li>• recognize that we all live in a state.</li><li>• recognize the American flag, what it looks like, and what it represents.</li><li>• identify important national symbols that represent America.</li><li>• identify America's national song, why it was written, and what it represents.</li><li>• recognize and identify several important songs of our country.</li><li>• learn the kinds of information we can get from looking at images.</li><li>• ask and answer questions about images.</li><li>• identify flags as important state symbols.</li><li>• identify other important symbols that represent states.</li></ul>	

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# Township of Ocean Schools

Assistant Superintendent  
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## **SPARTAN MISSION:**

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DEPARTMENT Social Studies

COURSE Social Studies, Grade K

- name different heroes from American history.
- identify why specific people from history are remembered heroes.
- identify national holidays that celebrate specific people.
- recognize that we have many holidays to remember events that happened a long time ago.
- identify the cause and effect of a particular event.

### **Activities**

- Big Question: What does it mean to be American?
  - Watch the video, "What does it mean to be American?"
  - Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill: Cause and Effect
- Quest Options
  - Project-Based Learning: Guess What?
- Read and Respond
  - Lesson 1: Our Country and State
  - Lesson 2: Symbols of Our Country
  - Critical Thinking Skills: Analyze Images
  - Lesson 3: Symbols of Our State
  - Lesson 4: American Heros
  - Lesson 5: Our National Holidays
  - Literary Skills: Cause and Effect
- Citizenship: Benjamin Franklin
  - Talk and share to describe individual responsibility.

### **Leveled Readers**

- *Flags, Poems, Songs, and More*
- *Symbols of Our Nation and State*

### **ELA Connections: Wonders**

- Unit 8, Week 2: What do you know about our country?
- Unit 3 Week 3: What places do you go during the week?
- Unit 4, Week 2: Who are your neighbors?
- Unit 9, Week 2: How can you be a good citizen?

### **Literature Resources**

- *America the Beautiful* by Katherine Lee Bates
- *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta
- *Purple Mountain Majesties* by Barbara Younger

Assessments

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DEPARTMENT Social Studies

COURSE Social Studies, Grade K

### **Formative:**

- Lesson 1 Check, page 37
- Lesson 2 Check, page 41
- Lesson 3 Check, page 45
- Lesson 4 Check, page 47
- Lesson 5 Check, page 51
- Online quizzes (Lessons 1-5)

### **Summative:**

- Chapter 2 Assessment

### **Benchmark:**

- NA

### **Alternative:**

- Quest Finding: Guess What?

## Interdisciplinary Connections

NJSLS: ELA

- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.

NJSLA: Science

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

## Technology Integration

## Career Education

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

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DEPARTMENT Social Studies

COURSE Social Studies, Grade K

Time Frame	7 Weeks
Topic	
Time and Chronology	
Alignment to Standards	
<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>	
Learning Objectives and Activities	
<p><i>Students will...</i></p> <ul style="list-style-type: none"><li>• use prior knowledge to gain understanding.</li><li>• making meaningful connections to prior experience.</li><li>• establish meaning.</li><li>• apply connections learned in this chapter to make a timeline.</li><li>• discuss the compelling question “ How can we tell when time changes?” after completing the quest.</li><li>• identify past, present and future in relation to time.</li><li>• use the words past, present and future to talk about time.</li><li>• compare and contrast something in the past, present and future.</li><li>• recognize that sequence refers to the order in which things happen.</li><li>• use sequence clue words to show order: first, next, then, finally.</li><li>• differentiate between night and day.</li><li>• identify clocks and calendars as tools that measure time.</li><li>• identify that time can be measured in hours, days, weeks, months, and years.</li><li>• recognize that a timeline shows the order that things happen.</li><li>• use a timeline to determine order of events.</li><li>• recognize that weeks and months are another way of measuring time.</li><li>• identify a week as a length of time that is seven days long.</li><li>• identify a month as a length of time that is about four weeks long.</li><li>• identify the concept of a year as a length of time that is 12 months long.</li><li>• identify a decade as a length of time that is 10 years long.</li><li>• recognize that a generation spans more than one decade.</li><li>• identify a century as 100 years long.</li></ul>	

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DEPARTMENT Social Studies

COURSE Social Studies, Grade K

- identify weather and how it changes throughout the year.
- recognize that weather changes according to location.
- use describing words to talk about the weather.
- name the seasons.

### **Activities**

- Big Question: How do we track time?
  - Watch the video, "How do we track time?"
  - Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill: Sequence
- Quest Options
  - Project-Based Learning: Make a Timeline
- Read and Respond
  - Lesson 1: Talking About Time
  - Literary Skills: Sequence
  - Lesson 2: Measuring Time
  - Map and Graph Skills: Interpret Timelines
  - Lesson 3: Weeks and Months
  - Lesson 4: Long Lengths of Time
  - Lesson 5: Parts of the Year
- Citizenship: Sally Ride
  - Talk and share to describe individual responsibility.

### **Leveled Readers**

- *Keeping Track of Days and Week*
- *Tracking Time and Chronology*

### **ELA Connections: Wonders**

- Unit 6, Week 1: How are the seasons different?
- Unit 6, Week 2: What happens in different kinds of weather?
- Unit 6, Week 3: How can you stay safe in bad weather?

### **Literature Resources**

- *The Seasons of Arnold's Apple Tree* by Gail Gibbons
- *The Reasons of Seasons* by Gail Gibbons
- *Maple Syrup Season* by Ann Purmell
- *Read Leaf, Yellow Leaf* by Lois Ehlert
- *City Dog, Country Frog* by Mo Williams

Assessments

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DEPARTMENT Social Studies

COURSE Social Studies, Grade K

### **Formative:**

- Lesson 1 Check, page 117
- Lesson 2 Check, page 123
- Lesson 3 Check, page 129
- Lesson 4 Check, page 131
- Lesson 5 Check, page 135
- Online quizzes (Lessons 1-5)

### **Summative:**

- Chapter 5 Assessment

### **Benchmark:**

- NA

### **Alternative:**

- Quest Finding: Make a Timeline

## Interdisciplinary Connections

### **NJSLS: ELA**

- **RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

### **NJSLA: Science**

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-PS3-1** Make observations to determine the effect of sunlight on Earth's surface. *[Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]*
- **K-PS3-2** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. *[Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]*

## Career Readiness, Life Literacies, and Key Skills

## Technology Integration

**9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool (e.g.,

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DEPARTMENT Social Studies

COURSE Social Studies, Grade K

8.2.2.ED.1)

### Career Education

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

Time Frame	7 Weeks
Topic	
Learning About the Past	
Alignment to Standards	
<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.CivicsDP.3:</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>	
<p><b>6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</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><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.HistoryUP.1:</b> Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p>	
<p><b>6.1.2.HistoryUP.2:</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p>	

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COURSE Social Studies, Grade K

**6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

### Learning Objectives and Activities

*Students will...*

- use prior knowledge to gain understanding.
- make meaningful connections to personal experience.
- establish Meaning.
- apply concepts learned in this chapter to write a book.
- discuss the compelling questions “How can we learn about life in the past?” after completing the quest.
- recognize the meaning of history.
- compare and contrast life long ago and life today.
- analyze visuals and identify important details.
- compare two or more things and identify similarities.
- contrast two or more things and identify differences.
- identify three Americans in history.
- compare and contrast the lives of three individuals from history.
- identify different ways people have helped America grow.
- recognize the meaning of several American holidays
- identify the people and events that specific holidays celebrate.
- analyze visuals and identify important details.
- recognizing that everyone has a point of view.
- compare two people’s point of view about the same topic.

### **Activities**

- Big Question: What was life like in the past?
  - Watch the video, “What was life like in the past?”
  - Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill: Compare and Contrast
- Quest Options
  - Project-Based Learning: Write a Book
- Read and Respond
  - Lesson 1: Life Long Ago
  - Literary Skills: Compare and Contrast
  - Lesson 2: People in History
  - Lesson 3: We Celebrate Our Past
  - Critical Thinking Skills: Compare Points of View

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COURSE Social Studies, Grade K

- Citizenship: Martin Luther King, Jr.
  - Talk and share to describe individual responsibility.

### **Leveled Readers**

- *How Our Heros Lived*
- *Whose Lives Are Easier*

### **ELA Connections: Wonders**

- Unit 8, Week 2: What do you know about your country?
- Unit 10, Week 1: What happens when we work together?

### **Literature Resources**

- *Fireworks, Picnics, and Flags* by James Cross Giblin
- *Clara and Davie* by Patricia Polacco
- *My First Little House Books* (series) by Laura Ingalls Wilder and various authors

## Assessments

### **Formative:**

- Lesson 1 Check, page 147
- Lesson 2 Check, page 153
- Lesson 3 Check, page 157
- Online quizzes (Lessons 1-3)

### **Summative:**

- Chapter 6 Assessment

### **Benchmark:**

- NA

### **Alternative:**

- Quest Finding: Write a Book

## Interdisciplinary Connections

### **NJSLS: ELA**

- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

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COURSE Social Studies, Grade K

### **NJSLA: Science**

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

**9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

Career Education

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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DEPARTMENT Social Studies

COURSE Social Studies, Grade K

### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

**Modifications for Physical Education/Dance/or any other physical coursework  
(ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)**

### **ELL:**

- Use visuals

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- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

### **Supports for Students With IEPs:**

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

### **At-Risk Students:**

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

### **Gifted and Talented:**

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed

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- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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