

Long Beach Island Consolidated School District Curriculum Guide

Grade: Kindergarten	Content Area: Social Studies
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Introduction:

Students in Kindergarten will complete 6 Units in Social Studies. All units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: August 16, 2022

Long Beach Island Consolidated School District Curriculum Guide

Grade: Kindergarten

Content Area: Social Studies

Created By: J. Oldham

Revised On:

Revised By:

Recommended Pacing Guide

Unit 1: Learning and Working Together	30 Days
Unit 2: National and State Symbols	30 Days
Unit 3: Work Now and Long Ago	30 Days
Unit 4: Geography of the Neighborhood	30 Days
Unit 5: Time and Chronology	30 Days
Unit 6: Learning About the Past	30 Days

Unit 1 - Learning and Working Together

Duration: 30 Days

Student Objectives/Standards/Learning

The student will:

- Know how to act in school.
- Know how to get along with others.
- Know about rules and laws we follow.
- Know about leaders who make rules and laws.
- Know what good citizens do.
- Read and know stories about good citizens.

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 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.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & 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.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

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- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findngs

Summative Assessments:

- Lesson Quizzes
- Chapter Assessments

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People cooperate when they ake decisions and work together to get a job done. • People are good citizens when they follow rules and laws. • People cooperate, share ideas, listen to others and work together to solve problems. 	<p>Essential Question:</p> <ul style="list-style-type: none"> • How do people best cooperate?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Smartboard <ul style="list-style-type: none"> • Chromebooks • Google Applications • Websites • Classroom Library - Leveled • Time For Kids • National Geographic for Kids • Guided Reading Materials • Brain Pop • Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Martin Luther King, Jr. by David Adler • A Picture Book of Harriet Tubman by David Adler • Mummies Made in Egypt by Alikı Beautiful • Blackbird by Ashley Bryan • To Be a Drum by Evelyn Coleman • Shortcut by Donald Crews • Tricky Tortoise by Hadithi • The People Could Fly: The Picture Book and CD by Virginia Hamilton Afro-Bets • Quotes for Kids: Words for Kids to Live By by Katura J. Hudson • Wind Flyers by Angela Johnson 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • On level: <i>It Is Better to Wor Together</i> • Advanced: <i>Why Should We Work Together?</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Malala: A Brave Girl From Pakistan:</i> by Jeanette Winter • <i>The Story of Ruby Bridges</i> by Robert Coles • <i>Iqbal: A Brave Boy From Pakistan:</i> by Jeanette Winter • <i>Jack and the Beanstalk</i> by Mark Chambers • <i>Goldilocks and the Three Bears:</i> byJames Marshall • <i>Tortillitas Para Mama</i> by Margot Griego • <i>Me First</i> by Helen Lester • <i>Too Many Tamales</i> by Gary Soto • <i>The People Could Fly :</i> by Virginia Hamilton <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson • I Will Come Back for You: A Family in Hiding During World War II by Marisabina Russo • Benno and the Night of Broken Glass by Meg Wiviott, illustrated by Josee Bisailon

Accommodations/Modifications

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English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

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- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

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Unit 2 - National and State Symbols

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know about America.
- Know about the symbols of America.
- Know about state symbols.
- Know about American heroes.
- Know about national holidays.

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
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Computer Science & 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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Alternative Assessments:

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Summative Assessments:

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Benchmark Assessments:

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- End of year SGO

Knowledge & Skills

Enduring Understandings:

- United States symbols stand for and remind us of our country.
- State symbols stand for important parts of our state.

Essential Questions:

- What does it mean to be American?

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<ul style="list-style-type: none"> • We can learn about our country through holidays. 	
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Smartboard <ul style="list-style-type: none"> • Chromebooks • Google Applications • Websites • Classroom Library - Leveled • Time For Kids • National Geographic for Kids • Guided Reading Materials • Brain Pop • Paper and Pencils <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson • I Will Come Back for You: A Family in Hiding During World War II by Marisabina Russo • Benno and the Night of Broken Glass by Meg Wiviott, illustrated by Josee Bisailon 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • On Level: <i>Flags, Poems, Songs and More</i> • Advanced: <i>Symbols of Our Nation and State</i> <p>Suggested Reading</p> <ul style="list-style-type: none"> • <i>America the Beautiful</i> by Katherine Lee Bates • <i>Now & Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta • <i>Purple Mountain Majesties</i> by Barbara Younger <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Martin Luther King, Jr. by David Adler • A Picture Book of Harriet Tubman by David Adler • Mummies Made in Egypt by Alike Beautiful • Blackbird by Ashley Bryan • To Be a Drum by Evelyn Coleman • Shortcut by Donald Crews • Tricky Tortoise by Hadithi • The People Could Fly: The Picture Book and CD by Virginia Hamilton Afro-Bets • Quotes for Kids: Words for Kids to Live By by Katura J. Hudson • Wind Flyers by Angela Johnson

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<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Provide written directions with models and diagrams when possible <p>Build in more group work to allow ELL students to interact and communicate with peers</p>

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- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
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Students at Risk of Failure:

- Build a safe and nurturing atmosphere
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- Frequently check for understanding
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- Utilize centers to address areas of need.

Economically Disadvantaged:

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- Build a safe and nurturing atmosphere
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Culturally Diverse:

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- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 3 - Jobs in Our Community

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know why people work.
- Know what jobs people do at work.
- Know the jobs people do in the community.
- Know how some jobs have changed over time.
-

New Jersey Student Learning Supporting Standards:

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ELA:

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- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
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- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Work long ago had many similarities and differences with work today.
- Children's jobs at school include learning, working hard and getting along with others.
- There are many different types of jobs that use a wide variety of tools.
- Some modern tools make our lives easier today.

Essential Questions:

- How have jobs changed over time?

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- When deciding between two things, there are often costs and benefits.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Smartboard
 - Chromebooks
 - Google Applications
 - Websites
 - Classroom Library - Leveled
 - Time For Kids
 - National Geographic for Kids
 - Guided Reading Materials
 - Brain Pop
 - Paper and Pencils

Suggested Holocaust Resources:

- A Picture Book of Anne Frank by David A. Adler
- Who was Anne Frank? by Ann Abramson
- I Will Come Back for You: A Family in Hiding During World War II by Marisabina Russo
- Benno and the Night of Broken Glass by Meg Wiviott, illustrated by Josee Bisailon

Varied Levels of Text:

- On Level: *Jobs Then and Now*
- Advanced: *Jobs and Their Tools OverTime*

Suggested Reading:

- *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 about Clara Barton)* by Patricia Polacco
- *Career Day* by Anne Rockwell
- *Clothesline Clues to Jobs People Do* by Kathryn Heli

Suggested Amistad Resources:

- A Picture Book of Martin Luther King, Jr. by David Adler
- A Picture Book of Harriet Tubman by David Adler
- Mummies Made in Egypt by Aliki Beautiful
- Blackbird by Ashley Bryan
- To Be a Drum by Evelyn Coleman
- Shortcut by Donald Crews
- Tricky Tortoise by Hadithi
- The People Could Fly: The Picture Book and CD by Virginia Hamilton Afro-Bets
- Quotes for Kids: Words for Kids to Live By by Katura J. Hudson
- Wind Flyers by Angela Johnson

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the

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- pronunciation of unknown words
- Provide written directions with models and diagrams when possible
Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills

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- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 4 - Geography of the Neighborhood

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know about relative location.

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- Know about globes and maps.
- Know the parts of a map.
- Know what their home and neighborhood are like.
- Know how we make our neighborhoods safe.
- Know how people use resources today and long ago.

New Jersey Student Learning Standards:

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

Computer Science & 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.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work

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- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findngs

Summative Assessments:

- Lesson Quizzes
- Chapter Assessments

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Globes and maps are representations of Earth and places on Earth.
- We live in neighborhoods and have rules that keep us safe.

Essential Questions:

- What is the world like?

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<ul style="list-style-type: none"> • People use natural resources to satisfy basic needs. 	
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Smartboard <ul style="list-style-type: none"> • Chromebooks • Google Applications • Websites • Classroom Library - Leveled • Time For Kids • National Geographic for Kids • Guided Reading Materials • Brain Pop • Paper and Pencils <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson • I Will Come Back for You: A Family in Hiding During World War II by Marisabina Russo • Benno and the Night of Broken Glass by Meg Wiviott, illustrated by Josee Bisailon 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • On Level: <i>The Buildings in Our Neighborhood</i> • Advanced: <i>The Structures of Our Town</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>The Listening Walk</i> by Paul Showers • <i>Barrio: Jose's Neighborhood</i> by George Ancona • <i>On the Town: A Community Adventure</i> by Judith Caseley • <i>My Map Book</i> by Sara Fanelli <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Martin Luther King, Jr. by David Adler • A Picture Book of Harriet Tubman by David Adler • Mummies Made in Egypt by Aliki Beautiful • Blackbird by Ashley Bryan • To Be a Drum by Evelyn Coleman • Shortcut by Donald Crews • Tricky Tortoise by Hadithi • The People Could Fly: The Picture Book and CD by Virginia Hamilton Afro-Bets • Quotes for Kids: Words for Kids to Live By by Katura J. Hudson • Wind Flyers by Angela Johnson

Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Provide written directions with models and diagrams when possible

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Build in more group work to allow ELL students to interact and communicate with peers

- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
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Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
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- Phone/Zoom conferences as an alternative.
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- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

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Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
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- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
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- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 5: Time and Chronology

Duration: 30 Days

Student Objectives/ Learning Standards

The student will:

- Know how to talk about time.
- Know how to measure time.
- Know about weeks and months.
- Know how to talk about lengths of time.

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- Know the parts of the year.

New Jersey Student Learning Standards:

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Alternative Assessments:

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Summative Assessments:

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Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Things change over time.
- Weather changes throughout the seasons, depending on where you live.
- Time can be measured.
- Tools that help us track time include clocks, calendars and timelines.

Essential Questions:

- How do we track time?

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Core Instructional & Supplemental Materials	
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Accommodations/Modifications

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- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions

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- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
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- Allow the use of audio books when appropriate.
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- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
 - Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
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- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

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- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
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- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Chapter 6: Learning About the Past

Duration: 30 Days

Student Objectives/Standards/Learning

The student will:

- Know what life was like in the past.
- Know about people who helped our country in the past.
- Know how we celebrate our past.

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New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 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.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
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- 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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Content Area: Social Studies

- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
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- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections

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<ul style="list-style-type: none"> • Reading Check 	<ul style="list-style-type: none"> • QUEST Findings
Summative Assessments: <ul style="list-style-type: none"> • Lesson Quizzes • Chapter Assessments 	Benchmark Assessments: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Life Long ago had similarities and differences with life today. • Many people in our country past did great things and helped others. • We honor great people and celebrate important events on national holidays. 	Essential Question: <ul style="list-style-type: none"> • What was life like in the past?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • Smartboard <ul style="list-style-type: none"> • Chromebooks • Google Applications • Websites • Classroom Library - Leveled • Time For Kids • National Geographic for Kids • Guided Reading Materials • Brain Pop • Paper and Pencils Suggested Holocaust Resources: <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson • I Will Come Back for You: A Family in Hiding During World War II by Marisabina Russo 	Varied Levels of Text: <ul style="list-style-type: none"> • On Level: <i>How Our Heroes Lived</i> • Advanced: <i>Whose Lives Are Easier?</i> Suggested Reading: <ul style="list-style-type: none"> • <i>Fireworks, Picnics and Flags</i> by James Cross Giblin • <i>Clara and Davie</i> by Patricia Polacco • <i>My First Little House Books (series)</i> by Laura Ingalls Wilder and various authors. Suggested Amistad Resources: <ul style="list-style-type: none"> • A Picture Book of Martin Luther King, Jr. by David Adler • A Picture Book of Harriet Tubman by David Adler • Mummies Made in Egypt by Aliki Beautiful • Blackbird by Ashley Bryan • To Be a Drum by Evelyn Coleman • Shortcut by Donald Crews • Tricky Tortoise by Hadithi • The People Could Fly: The Picture Book and CD by Virginia Hamilton Afro-Bets

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- Benno and the Night of Broken Glass by Meg Wiviott, illustrated by Josee Bisaillon

- Quotes for Kids: Words for Kids to Live By by Katura J. Hudson
- Wind Flyers by Angela Johnson

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere

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- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.

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- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.