

# Grade Kindergarten Social Studies Curriculum

Content Area: **Social Studies**  
Course(s):  
Time Period: **1st Trimester**  
Length: **Academic Year**  
Status: **Not Published**

## Grade Kindergarten Social Studies Curriculum

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### Statement Of Purpose:

The enclosed social studies curriculum is intended for kindergarten students. Students will begin the curriculum by

learning that people live and work together every day. In order to have good friendships and relationships, we must follow rules and make good decisions. Students will learn friends and family members play an important role in our lives. We have similarities and differences and can learn how to live together peacefully. Many families have different holidays that they celebrate. Throughout this study, the students will learn we live in unique places that are different than others. We can find differences in their sizes and the way that they look. These characteristics affect how we live and the things that we do in our homes/neighborhoods. In order to be a good citizen, we must follow rules and make good decisions. Students will understand people, places, and communities change over time. These changes affect how we live and the way we do things.

### Table Of Contents:

Unit 1 - Learning and Working Together

Unit 2 - Friends and Family

Unit 3 -Where We Live/Sayreville History

Unit 4 -People/Work/Economics

Unit 5-Past & Present/Then & Now



# Unit 1- Learning and Working Together

Content Area: **Social Studies**  
Course(s):  
Time Period: **1st Trimester**  
Length: **4 weeks**  
Status: **Published**

## Summary of the Unit

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Learning and Working Together: People live and work together every day. In order to have good friendships and relationships, we must follow rules and make good decisions.

## Enduring Understandings

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- People cooperate when they make 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.

## Essential Questions

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- How do people best cooperate?
- What are some ways we can solve problems/conflicts?
- What would happen if there were no rules/laws? How do rules/responsibilities help our school, home, city, nation, etc.?
- What makes someone a good citizen?
- What does our president do for our country?

## Summative Assessment and/or Summative Criteria

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Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Respond to Text, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Google Slides to make Electronic Posters

## **Resources**

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- Chart Paper
- Read Aloud Stories-

Look Out Kindergarten, Here I Come by Nancy Carlson

Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

Pete the Cat: Rocking in my School Shoes by Eric Litwin

School Days by Carlos Perez

Grace for President by Kelly DiPucchio

- Fountas and Pinnell Reading Mini Lessons Teacher Resource Guide
- Online YouTube Links-

Song about Following School Rules- [I Can Follow the Rules Song | Music for Classroom Management](#)

Civic Duties Video- [The Duties and Responsibilities of Citizens](#)

- BrainPop Jr. Links-

<https://jr.brainpop.com/socialstudies/communities/kindergarten/>

<https://jr.brainpop.com/socialstudies/government/president/>

Responsive Classroom Resources-

<https://www.printfriendly.com/p/g/gvd2TY>

<https://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/>

<https://www.printfriendly.com/p/g/qmWdeW>

## Unit Plan

Topic/Section Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Where We Learn (4-5 lessons)	<p>Students will be able to:</p> <p>Create a climate of warmth, inclusion and safety.</p> <p>Identify ways children act in school.</p> <p>Recognize why people share and make good choices.</p> <p>Analyze what it means to take turns.</p>	<p>Learn vocabulary Words: school, learn, choice</p> <p>Read <b>Look Out Kindergarten, Here I Come</b> by Nancy Carlson (IRA); make a list of what children do and learn in Kindergarten. Compare and Contrast Henry's kindergarten class to their own.</p> <p>Read <b>Miss Bindergarten Gets Ready for Kindergarten</b> by Joseph Slate (IRA); using sentence starters the children will complete a simple writing task. I get ready for school by _____.</p> <p>Create an anchor chart of daily activities</p> <p>Read <b>Pete the Cat: Rocking in My School Shoes</b> by Eric Litwin; Take the class on a tour of the building. <a href="#">Pete the Cat.pdf</a></p> <p>BrainPop Jr. Video: Kindergarten <a href="https://jr.brainpop.com/socialstudies/communities/kindergarten/">https://jr.brainpop.com/socialstudies/communities/kindergarten/</a></p> <p>Responsive Classroom Hopes and Dreams Unit- Goal Setting <a href="https://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/">https://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/</a></p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Notes</li> <li>• Think/ Pair/ Share</li> <li>• Writing samples and illustrations</li> </ul>	<p>6.1.2.CivicsPI.4,5</p> <p>6.1.2.CivicsPD.1,2</p>
Working Together	<p>SWBAT: Recognize why</p>	<p>Vocabulary: cooperate, problem, solution</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>6.1.2.CivicsPI.2</p>

(3-4 lessons)	<p>people cooperate</p> <p>Identity ways to share</p> <p>Demonstrate an understanding of conflict resolution.</p>	<p>Read <b>School Days</b> by Carlos Perez (SR). Respond to Text through a shared writing; make a chart to show people and the jobs they do.</p> <p>Categorize: Make a chart, What things do you share at school? What things do you share at home?</p> <p>Role Play: Given conflict scenarios, students must act out wrong ways to solve a problem and discuss what could have been done differently.</p> <p>Illustrate and Write: Given an example of a conflict, students will illustrate and write about how it can be solved productively.</p>	<ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Think/ Pair/ Share</li> <li>• Writing samples and illustrations</li> </ul>	6.1.2.CivicsPD .1,2
Rules and Laws (5-7 lessons)	<p>SWBAT: Recognize why we need rules and laws</p> <p>Know the consequences of breaking the rules.</p> <p>Identify rules at school</p> <p>Identify community laws</p> <p>Explain how a government keeps communities safe</p> <p>Understand why we have a President</p>	<p>Vocabulary words: rule, community, law, government</p> <p>Learn and Review Classroom Management Lessons.</p> <p>Responsive Classroom- Rule Creation: How do we work together to achieve our Hope &amp; Dreams <a href="https://www.printfriendly.com/p/g/qmWdeW">https://www.printfriendly.com/p/g/qmWdeW</a></p> <p>Utilize Fountas and Pinnell Reading Mini Lessons MGT.U1.RML1-6; Umbrella 1: Working Together in the Classroom, to establish routines and expectations in the classroom.</p> <p>Make a list or chart of established classroom rules. Students can illustrate the rules they follow at school.</p> <p>Create fun rhymes for remembering school rules. Samples- <a href="https://www.canteach.ca/resources/songs-poems/school-class-pledges/">https://www.canteach.ca/resources/songs-poems/school-class-pledges/</a></p> <p>Sing a Song- <a href="#">I Can Follow the Rules Song   Music for Classroom Management</a></p> <p>Brainpop Jr.- President- <a href="https://jr.brainpop.com/socialstudies/government/president/">https://jr.brainpop.com/socialstudies/government/president/</a></p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Notes</li> <li>• Think/ Pair/ Share</li> <li>• Writing samples and illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.CivicsPI. 1, 2, 3 6.1.2.CivicsPR ,1,2,3,4
Good Citizens	SWBAT: Identify	Vocabulary: citizen, right, responsibility	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.1.2.CivicsPI.

(7-10 lessons)	<p>how good citizens are responsible and help others.</p> <p>Describe the roles &amp; responsibilities of key figures and of citizens in our school and /or community.</p> <p>Interpret the meaning and purpose of symbols and documents that affect our nation.</p>	<p>Read and Discuss stories about Good Citizens such as Martin Luther King, Jr., Cesar Chavez, Malala Yousafzai, or other appropriate national and global figures that exemplify good citizenship.</p> <p>Illustrate and Write- Good Citizen Booklet (In Resources under Worksheets)</p> <p>Make an Anchor Chart with qualities of a good citizen</p> <p>Pledge of Allegiance: Discuss vocabulary (as aligned in the passage) that will assist student understanding. Read and discuss the Pledge of Allegiance and its meaning.</p> <p>American Flag: Read a book on Flag Day and discuss what the American flag represents. Put together the parts of the flag while discussing what each symbolizes.</p> <p>Introduce the idea of Civic Duties <a href="#">The Duties and Responsibilities of Citizens</a></p> <p>Election Day- Read Aloud- <b>Grace for President</b> by Kelly DiPucchio or other Election Day theme books.</p>	<p>n</p> <ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Think/ Pair/ Share</li> <li>• Writing samples and illustrations</li> <li>• Mini Books</li> </ul>	<p>5</p> <p>6.1.2.CivicsPI.6</p> <p>6.1.2.CivicsCM.1, 2, 3</p>
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LA.RI.1.1

Ask and answer questions about key details in a text.

LA.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

SOC.6.1.2.CivicsCM.1

Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

SOC.6.1.2.CivicsDP.1

Explain how national symbols reflect on American values and principles.

SOC.6.1.2.CivicsPD.1

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

SOC.6.1.2.CivicsPR.1

Determine what makes a good rule or law.

SOC.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).

SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or the teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used
- Read chapter tests aloud/test orally

### **Suggested Technological Innovations/Use**

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.



- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

# Unit 2- Friends and Family

Content Area: **Social Studies**  
Course(s):  
Time Period: **2nd Trimester**  
Length: **4 weeks**  
Status: **Published**

## Summary of the Unit

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Friends and Family- Friends and family members play an important role in our lives. We have similarities and differences and can learn how to live together peacefully. Many families have different holidays that they celebrate.

## Enduring Understandings

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- Families are both similar and different.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- Culture is both a unifying and divisive force in human relations.

## Essential Questions

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What is a family? How do family members work and get along together?

How are families alike and different?

What is a friend? What are the characteristics of a good friend?

What are some celebrations seen around the world? How are they alike/different?

## Summative Assessment and/or Summative Criteria

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Suggested Formative/Summative Classroom Assessments

- Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes

- Respond to Text, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Google Slides to make Electronic Posters

## Resources

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Resources

Book/ Read Aloud Suggestions:

<https://www.scholastic.com/teachers/teaching-tools/book-lists/culture/books-about-family-and-friends.html>

Fountas and Pinnell Interactive Read Aloud Themes:

- Taking Care of Each Other: Family (IRA- K)
- The Importance of Friendship (IRA- K)
- The Importance of Kindness (IRA- K)
- Grace Lin: Exploring Family & Culture (IRA- K)

## Unit Plan

Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessm ents	Standards

<p>Families (6-8 lessons)</p>	<p>Students will be able to:</p> <p>Tell what a family is and describe how members of a family relate to one another and work together.</p> <p>Compare and contrast family structures and traditions.</p>	<p>Friends and Family Quilt: Draw and label a picture of the members of their family.</p> <p>Discuss why family members should get along and how they can solve problems.</p> <p>Home/School Connection Project- Create a Family Tree</p> <p>Draw &amp; Write:</p> <ul style="list-style-type: none"> <li>• This is my Family</li> <li>• Things I like to do at home.</li> </ul> <p>Venn Diagram: Compare two students' family structures (whole group). In pairs, draw your family and talk about how your families are alike and different.</p> <p>Read Aloud Stories- Fountas and Pinnell- Theme: Taking Care of Each Other: Family (IRA- K)</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Notes</li> <li>• Think/ Pair/ Share</li> <li>• Writing samples and illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	<p>6.1.2.CivicsPI.4</p>
<p>Friends (6-8 lessons)</p>	<p>SWBAT:</p> <p>Define friendship and identify activities friends do together and how to get along.</p> <p>Describe the characteristics of a good friend.</p>	<p>Draw &amp; Write:</p> <ul style="list-style-type: none"> <li>• These are my Friends</li> <li>• Things I like to do with my friends</li> </ul> <p>Discuss and Create ways to make new friends and things that make a person a good friend. Make a list, then role play scenarios for a few of them.</p> <p>Read Aloud Stories- Fountas and Pinnell- Theme: The Importance of Friendship (IRA- K)</p> <p>Read Aloud Stories- Fountas and Pinnell- Theme: The Importance of Kindness (IRA- K)</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Notes</li> <li>• Think/ Pair/ Share</li> <li>• Writing samples and illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	<p>6.1.2.CivicsCM.2</p>
<p>Traditions and Cultures</p>	<p>Identify that there are traditions and celebrations that make our Community diverse.</p>	<p>Responsive Classroom: Valuing Differences <a href="https://www.printfriendly.com/p/g/gS9kwj">https://www.printfriendly.com/p/g/gS9kwj</a></p> <p>Discussion: Talk about the holidays that they celebrate and how they celebrate them. Make a graph using tally marks that shows how many students in the class celebrate a holiday mentioned.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Notes</li> <li>• Think/ Pair/ Share</li> <li>• Writing samples and illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	<p>6.1.2.HistoryC.1</p>

		<p>Compare/Contrast: Discuss 2 holidays and how they are alike/different.</p> <p>Illustrate and describe one tradition or celebration that you and your family engage in together. Present your picture and describe the tradition/celebration.</p> <p>Classroom acknowledgement of Holidays such as, but not limited to Halloween, Eid, Diwali, Passover, Christmas, Kwanzaa, Juneteenth,</p> <p>Read Aloud Stories- Fountas and Pinnell- Theme: Living and Working Together: Community</p> <p>Read Aloud Stories- Fountas and Pinnell- Theme: Grace Lin: Exploring Family &amp; Culture</p>		
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LA.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).
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
SOC.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).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

### **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.



# Unit 3- Where We Live/ Sayreville History

Content Area: **Social Studies**  
Course(s):  
Time Period: **2nd Trimester**  
Length: **4 weeks**  
Status: **Published**

## Summary of the Unit

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We live in unique places that are different than others. We can find differences in their sizes and the way that they look. These characteristics affect how we live and the things that we do in our homes/neighborhoods.

## Enduring Understandings

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- Globes and maps are representations of Earth and places on Earth.
- We live in neighborhoods and have rules that keep us safe.
- People use natural resources to satisfy basic needs.

## Essential Questions

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- What does my world look like?
- What (city, state, country) do you live in?
- Why do we use diagrams, pictures, maps, and charts?
- What are some types of landforms?
- How do landforms affect where/how people work or live?
- What makes places different from one another?
- What differences can you notice about how people live in these places/communities?

## Summative Assessment and/or Summative Criteria

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Suggested Formative/Summative Classroom Assessments



- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Respond to Text, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Google Slides to make Electronic Posters

## **Resources**

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Fountas and Pinnell Interactive Read Aloud Themes:

The Place You Call Home (IRA K)

Living and Working Together: Community (IRA- K)

Online Book Resources:

Me on the Map-

[Me On The Map - Read Aloud](#)

The City Mouse and the Country Mouse

["The City Mouse and the Country Mouse" Read Aloud for Kids](#)

Sing a Song- Cardinal Directions

[Cardinal Directions Song](#)

Helpful Websites:

<http://www.sayrevillehistory.com/>

<http://www.sayreville.com/Cit-e-Access/webpage.cfm?TID=87&TPID=8763>

[https://en.wikipedia.org/wiki/Sayre\\_and\\_Fisher\\_Reading\\_Room](https://en.wikipedia.org/wiki/Sayre_and_Fisher_Reading_Room)

Brainpop Jr.

[Rural, Suburban, and Urban](#)

[Community Helpers](#)

[Homes](#)

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Where We Live	Recognize that there are many names for where we live (i.e. home, community, state, country, and continent).	<p>Read Aloud Stories- Fountas and Pinnell- Theme: The Place You Call Home</p> <p>Make a Class Book- Each child will finish the sentence stem, "My home is special because____." Draw a picture with their sentence. Each child creates one page and the book becomes a shared reading text.</p> <p>Create a foldable depicting our planet, continent, country, state, city.</p> <p>Discuss and List: On a map of the United States, color New Jersey in a different color than the other states. Discuss this is the state we live in and have the students write the following sentence. "I live in the state of New Jersey."</p>	<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Anecdotal notes</li><li>• Think/Pair/Share</li><li>• Writing samples</li><li>• Illustrations</li><li>• Mini Books</li><li>• Anchor Charts</li></ul>	6.1.2.CivicsPI.1
Globes and Maps	Utilize maps, diagrams, pictures, charts, etc.	<b>Discussion</b> -Divide students into small groups and give each one a map. Ask each group to explore it and decide what it is and what it can be used for. Have each group share and allow others to add to the	<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Anecdotal notes</li><li>• Think/Pair/Share</li></ul>	6.1.2.Geo.SV.1

	to develop understanding of various concepts.	<p>discussion</p> <p>School Scavenger Hunt- Divide the class in half or in small groups. Use a map to find important places in the school building. (Ex. Nurse's office, gym, main office, security, cafeteria, classroom, etc.) Collect clues at each location to complete a puzzle (this could be a picture of their school with the caption that says "I found my way!").</p> <p>Read- Me on the Map by Joan Sweeney <a href="#">Me on The Map - Read Aloud</a></p> <p>Cardinal Directions Song for Kindergarten- <a href="#">Cardinal Directions Song</a></p>	<p>are</p> <ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	
Landform and Community resources	Distinguish between the various types of water and land	<p><b>Create</b> various landforms using various supplies. (ex. clay, construction paper, plastic cups, felt, etc.)</p> <p><b>Write</b> words that describe the landforms.</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.Geo.SV.1
	Describe, compare, and contrast the physical characteristics of places	<p>Read Aloud-Read "Town Mouse and Country Mouse"(or something similar) and discuss the differences between the places each mouse lived in. Fill in a Venn Diagram and determine which place is similar to their hometown. <a href="#">"The City Mouse and the Country Mouse" Read Aloud for Kids</a></p> <p>Use the Internet- With teacher's help, search for various kinds of houses from different parts of the world (yurts, igloos, lighthouses, sod houses). Print pictures &amp; crate a bulletin board display.</p> <p>Brian Pop Jr. Video <a href="#">Homes</a></p> <p>Brain Pop Jr. Video <a href="#">Rural, Suburban, and Urban</a></p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.Geo.HE.2
Our Home and Neighborhood	Explain the role of historical symbols, monuments,	<p>Discuss and introduce Sayreville as a town and community.</p> <p>Have students generate ideas of places they frequently visit, places that are unique to Sayreville (i.e. Kennedy Park, The Sayreville Public Library, Borough Hall)</p> <p>Visit the Sayreville Historical Society Website-</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> </ul>	<p>6.1.4.C.16</p> <p>6.1.2.HistoryC.1</p> <p>6.1.2.CivicSDP.3</p>

	and how they affect the identity of our community.	<a href="http://www.sayrevillehistory.com/">http://www.sayrevillehistory.com/</a> <a href="http://www.sayreville.com/Cit-e-Access/webpage.cfm?TID=87&amp;TPID=8763">http://www.sayreville.com/Cit-e-Access/webpage.cfm?TID=87&amp;TPID=8763</a> <a href="https://en.wikipedia.org/wiki/Sayre_and_Fisher_Reading_Room">https://en.wikipedia.org/wiki/Sayre_and_Fisher_Reading_Room</a>	<ul style="list-style-type: none"> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	
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LA.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).
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

### **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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- 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

# Unit 4: People/ Work/ Economics

Content Area: **Social Studies**  
Course(s):  
Time Period: **2nd Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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Citizenship/People Work Economic: People live and work together every day. In order to have good friendships and relationships, we must follow rules and make good decisions.

## Enduring Understandings

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- Understand the difference between a need and a want.
- Goods are things that are grown or made. A service is something that people do for others.
- Members of the community provide goods and services.

## Essential Questions

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What is a need? What is a want? What is the difference between the two?

What is money? Why do we need it? What types of currency do we use to buy goods?

What is the difference between a good and a service?

How do you acquire things that you want or need?

What are ways to use your money wisely?

## Summative Assessment and/or Summative Criteria

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Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, and Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Respond to Text, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think, Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem

Whole group and individual observation.

## **Resources**

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Book Resources:

What Do People Do ALL Day? by Richard Scarry

F&P Interactive Read Aloud Stories: Communities

- Fireman Smalls by Wong Herbert Yee
- Lola at the Library by Anna McQuinn

Online Book Resources:

[A Chair for My Mother by Vera B. Williams | Children's Read Aloud Story](#)

[Spend it! by Cinders McLeod A money bunny book read by Kara Pop!](#)

Helpful Websites:

<https://www.cha-chingusa.org/educators/>

<https://www.moneybunnies.com/>

<https://jr.brainpop.com/socialstudies/economics/>

Brain Pop Jr. Lesson Topics:

- Goods and Services
- Needs and Wants
- Spending and Saving

[Brain Pop Jr.- Community Helpers](#)

[Kindergarten Economics: Goods and Services | Lesson Plan | Education.com](#)

[Discovery Education Board: Community Helpers](#)

[Discovery Education Video- At Work: Sound the Alarm: Firefighters](#)

[Discovery Education- Introduction to the Police Department](#)

PDF Resources:

[Needs and Wants Sorting Activity](#)

Songs & Poems-

[Occupations Song](#) 🎵 [Community Helpers Kids Song](#) 🎵 [Best Kids Songs](#) 🎵 [Career Song](#) 🎵 [The Learning Station](#)

[Alphabet Occupation Song | Jack Hartmann](#)

## Unit Plan

Topic/Selection Timefram	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
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Needs and Wants (4-5 lessons)	Identify the basic needs and wants of an average family.	<p><a href="https://www.education.com/lesson-plan/kindergarten-economics-goods-and-services/">https://www.education.com/lesson-plan/kindergarten-economics-goods-and-services/</a></p> <p><a href="https://jr.brainpop.com/socialstudies/economics/">https://jr.brainpop.com/socialstudies/economics/</a></p> <p><b>Goods and Services</b> <b>Needs and Wants</b> <b>Spend and Save</b></p> <p><b>Read- A Chair for My Mother by Vera Williams</b></p> <p><b>Needs and Wants:</b> Label a construction paper folded in half with the words <i>needs</i> and <i>wants</i> along with the definition of each. Cut, sort, and glue pictures of needs and wants. Teacher can create an anchor chart with a list of the items to post in classroom.</p> <p><b>Vocabulary:</b> <i>need, want, shelter</i></p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul> <p><a href="https://letsfindout.scholastic.com/content/dam/classroom-magazines/letsfindout/issues/2020-21/110320/LFO-110120-Needs-Wants-SKILL-Sorting.pdf">https://letsfindout.scholastic.com/content/dam/classroom-magazines/letsfindout/issues/2020-21/110320/LFO-110120-Needs-Wants-SKILL-Sorting.pdf</a></p> <p>(Needs and Want Sort PDF from Scholastic’s Let’s Find Out- December 2020)</p>	6.1.2.Civic SPI.2  6.1.2.Econ GE.
Currency (3-4 lessons)	Recognize and classify the various forms of currency.	Values: Cut, sort, and glue pictures of coins, their names, and their values. (Variation: make crayon rubbings of the coins.)	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.Econ GE.2
Spend and Save Money (3-4 lessons)	Describe what it means to “spend” and “save” money.	<p>Create a classroom store with fake money that students can use to buy something at the end of the week. Give the option to save their money to buy something at the end of the next week. Discuss saving for something you really want and cannot afford right away.</p> <p>Create a class story about someone who spent their money on a want and need.</p> <p>View Books Online- The MoneyBunny Book Series by Cinders McLeod: Earn It! Spend It! Save It!</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.Econ GE.2

		<p>Give It!</p> <p>Using Discovery Education, visit <a href="https://www.cha-chingusa.org/educators/">https://www.cha-chingusa.org/educators/</a> Explore a suite of no-cost, versatile resources to engage your classroom in meaningful conversations about money while empowering students to make smart choices when it comes to earning, saving, spending, and donating.</p>		
<p>Jobs/ Careers  (2-4 lessons)</p>	<p>Explain the importance and purpose of having a job/career.</p>	<p><b>Read/Discuss/Write:</b> After reading What do People do All Day? (or similar story) Children will write about what job/career they would like in the future. Guiding questions could be: What would you like to be when you grow up? Why would you want to be a ____? What does this community helper do? (For ex. One day I will be a __ . When I am a __ , I ____.)</p> <p><b>Listen and Sing-</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Occupation Song by The Learning Station</a></li> <li>• <a href="#">Alphabet Occucation Song by Jack Hartmann</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	<p>6.1.2.Econ GE.2</p>
<p>Community Workers  (5-8 lessons throughout the year)</p>	<p>Identify community helpers in our community.</p> <p>Explain what a community helper is.</p>	<p>Visit Discovery Education Board: Community Helpers <a href="https://studio.discoveryeducation.com/view?id=6a5d4555-e8b7-4628-bf51-3302782bc8ff&amp;page_id=d6b4d5c2-d677-41a9-abf3-ed65c9f96103">https://studio.discoveryeducation.com/view?id=6a5d4555-e8b7-4628-bf51-3302782bc8ff&amp;page_id=d6b4d5c2-d677-41a9-abf3-ed65c9f96103</a></p> <p>October Fire Safety Month</p> <p>View and Discuss- Discovery Education Video- At Work: Sound the Alarm: Firefighters  <a href="https://google.discoveryeducation.com/learn/player/75c13727-0726-4405-bfc2-5a77b6a5aa01">https://google.discoveryeducation.com/learn/player/75c13727-0726-4405-bfc2-5a77b6a5aa01</a></p> <p>National Police Week is celebrated in May</p> <p>View and Discuss - Discovery Education Video- Introduction to the Police Department  <a href="https://google.discoveryeducation.com/learn/videos/1db02cfa-2d3e-4836-979c-dc98db53fbd5/?embed=false&amp;embed_origin=false">https://google.discoveryeducation.com/learn/videos/1db02cfa-2d3e-4836-979c-dc98db53fbd5/?embed=false&amp;embed_origin=false</a></p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	

	<p>Brain Pop Jr. Video  <a href="#">Community Helpers</a></p> <p>Fountas and Pinnell Text Set-  Living and Working Together: Community  <b>Read &amp; Discuss-</b> Fireman Smalls by Wong Herbert Yee  Talk about what Fireman Smalls does to show he is a good community helper.</p> <p><b>Create an Interacting Drawing Mural-</b>  Follow Lesson Outline on IRA3065 Reading Folder.</p> <p><b>Read &amp; Discuss-</b> Lola at the Library by Anna McQuinn  Explain to the children that librarians are community helpers that work in a library.  Discuss what the librarian in the story did to help people. Revisit illustrations for understanding.</p> <p><b>Library Visit-</b> Visit the School Library to see how books are checked in and out.</p>	
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LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.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).
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.EconET.1	Explain the difference between needs and wants.
SOC.6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
SOC.6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

### **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.



# Unit 5: Past & Present/ Then & Now

Content Area: **Social Studies**  
Course(s):  
Time Period: **3rd Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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People, places, and communities change over time. These changes affect how we live and the way we do things.

## Enduring Understandings

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Life long ago had many similarities and differences with life today.

Many people in our country's past did great things and helped others.

We honor great people and celebrate important events on national holidays.

## Essential Questions

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Why is it important for authors or storytellers to have a clear sequence of events/stories?

How have things changed in our community, schools, lives, world, etc.?

What happened first/last/before/after? When did happen?

Analyze the terms past and present.

## Summative Assessment and/or Summative Criteria

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Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, and Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes

- Respond to Text, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think, Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source Analysis
- Photo, Video, Political Cartoon, Radio, and Song Analysis
- Create an Original Song, Film, or Poem

Whole group and individual observation.

## **Resources**

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Online Resources:

[Brain Pop Jr.- American History](#)

[The Life of George Washinton- Scholastic- Let's Find Out](#)

PDF Recources:

Scholastic New: Let's Find Out PDF

[Abraham Lincoln Timeline Activity](#)

[Dr. King Timeline Activity](#)

Online Books:

[Storytime Books Read Aloud: HAVE YOU THANKED AN INVENTOR TODAY? by Patrice McLaurin](#)

Songs and Poems-

[U.S. Presidents Song for Kids - Washington to Biden - Learn the Presidents & Inauguration Year](#)

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Sequencing  (6- 8 lessons using different topics throughout the year)	Retell events/stories with accuracy and appropriate sequence to demonstrate change.	<p><b>Retell</b> your favorite story using words like <i>first, next, then, last</i>. Then retell the events of a memorable day in your life using the same words. (This can be written or oral.)</p> <p><b>Illustrate</b> the steps you take to complete an activity at home or at school. (ex. tie a shoe, brush teeth, make a sandwich, etc.) Write a sentence for each using temporal words to depict the order.</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.HistoryCC.1
Long Ago & Today  (3-4 lessons)	Compare family life today with long ago.	<p><b>Discuss</b> pictures of inventions and how they have evolved over time.</p> <p><b>Read &amp; Discuss-</b> Have You Thanked an Inventor Today by Patrice McLaurin or something similar. <a href="#">Storytime Books Read Aloud: HAVE YOU THANKED AN INVENTOR TODAY? by Patrice McLaurin</a></p> <p>Learn about difference Black inventors and how their inventions have improved our lives.</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.HistoryUP.1
Events and Timelines  (6-8 lessons)	Develop timelines that depict the sequencing of events or change over time.	<p><b>Make a timeline</b> demonstrating the sequence of events for the day before.</p> <p>Develop a timeline for the class highlighting events from the beginning of the year up until the present.</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	6.1.2.HistoryCC.1



		<p><b>Celebrate Black History Month</b> using a variety of resources such as Scholastic News Let's Find Out and Discovery Education Lessons.</p> <p><b>Create and Discuss</b> timelines of different historical figures throughout the school year. For example, George Washington, Martin Luther King Jr, past presidents, and other important historical figures.</p>		
<p>Past, Present and Future  (10-12 lessons throughout the year)</p>	<p>Apply terms related to time including past, present, and future.</p>	<p><b>Discuss</b> something you could not do at the beginning of the school year (<i>then/past</i>) that you can do <i>now/in the present</i></p> <p><b>Vocabulary:</b> <i>Past</i> <i>Present</i></p> <p><b>Celebrate President's Day.</b> <b>Discuss</b> past and present leaders of our country.</p> <p><b>Writing-</b> With support and prompting, lead the children in a writing assignment. <b><i>If I were President I would...</i></b> <b>Discuss</b> what traits make a good president, citing examples learned from past presidents studied. Create a self portrait with speech bubble using this prompt.</p> <p><b>Listen &amp; Then Sing Along-</b> <a href="#">U.S. Presidents Song for Kids - Washington to Biden - Learn the Presidents &amp;</a></p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Think/Pair/Share</li> <li>• Writing samples</li> <li>• Illustrations</li> <li>• Mini Books</li> <li>• Anchor Charts</li> </ul>	<p>6.1.2.HistorySE.3:</p>

		<p><a href="#">Inauguration Year</a> Rock and Learn- The President Song.</p> <p>Celebrate important events on national holidays:</p> <ul style="list-style-type: none"> <li>• New Year’s Day</li> <li>• Dr. Martin Luther King Jr. Day</li> <li>• President’s Day</li> <li>• Memorial Day</li> <li>• Juneteenth</li> <li>• Independence Day</li> <li>• Labor Day</li> <li>• Columbus Day</li> <li>• Veteran’s Day</li> <li>• Thanksgiving</li> <li>• Winter Holidays</li> </ul>		
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LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

### **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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### **Cross Curricular/21st Century Connections**

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9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

