CURRICULUM

FOR

SOCIAL STUDIES

KINDERGARTEN

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

Jessica Millerick

Lisa Urbano

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Social Studies
Kindergarten

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Kindergarten

PACING GUIDE

Unit	Title	Pacing
1	Good Citizens: Following Rules and Laws to Get Along Together	10 weeks
2	Where We Live: Location, Distance, Direction	10 weeks
3	Our Country: Symbols, Holidays, Important Places and People	10 weeks
4	Exploring Jobs: Life Long Ago and Today	10 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

	• Provide written and oral instructions. • Differentiate reading levels of texts (e.g., Newsela). • Shorten assignments. • Read directions aloud to student. • Give oral clues or prompts. • Record or type assignments. • Adapt worksheets/packets. • Create alternate assignments. • Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. • Allow student to resubmit assignments. • Use small group instruction. • Simplify language. • Provide scaffolded vocabulary and vocabulary lists. • Demonstrate concepts possibly through the use of visuals. • Use manipulatives. • Emphasize critical information by highlighting it for the student. • Use graphic organizers. • Pre-teach or pre-view vocabulary. • Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. • Provide audio versions of the textbooks. • Highlight textbooks/study guides. • Use supplementary materials. • Give assistance in note taking • Use adapted/modified textbooks. • Allow use of computer/word processor. • Allow student to answer orally, give extended time (time-and-a-half). • Allow tests to be given in a separate location (with the ESL teacher). • Allow additional time to complete assignments and/or assessments. • Read question to student to clarify. • Provide a definition or synonym for words on a test that do not impact the validity of the exam. • Modify the format of assessments. • Shorten test length or require only selected test items. • Create alternative assessments. • On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Good Citizens: Following Rules and Laws to Get Along Together

Target Course/Grade Level: Social Studies-Kindergarten

Unit Summary: This unit will allow students to understand the significance of following rules and laws, determined by the school and community. Students will understand that rules and laws are developed to protect people's rights and the security and welfare of society. Additionally, students will gain an understanding of what makes them unique and how they can be good citizens in their school, community, state, and country.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsPR.1: Determine what makes a good rule or law.
6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Geography:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

History:

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.

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2: Explain the importance of respecting digital content of others.
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
RI.K.10. Actively engage in group reading activities with purpose and understanding.
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit Understandings:

Students will understand that...

- What it means to be a good citizen.
- How to analyze images related to helping others.
- How children work together to solve a problem.
- How friends resolve a disagreement fairly.
- How laws protect people.
- Why laws are needed at home, school and community.
- How to engage in conversation about following rules and laws.
- What the qualities of a good citizen are.

Unit Essential Questions:

- How do people learn and work together?
- How are we unique?
- How do people cooperate?
- What are rules?
- Why do we have laws?
- What does it mean to be a good citizen?
- Why is it important to be fair when you work with other people?
- How can you show that you are being a good citizen?
- Who is an authority figure in our school and in our community?
- What are the school rules we need to follow each day?
- What do the words fair and equal mean? Why are they important?

Knowledge and Skills:

Students will know...

- Key Words: Citizen, Cooperate, Law, Respect, Responsibility, Right, Rule, Unique, Nature
- Key People/Places: Rachel Carson, George Washington, Mister Rogers, police officers, school, community
- Helping others to get along and cooperate.
- The importance of school rules and community laws.
- The importance of Recycle/Reuse.
- The rights and responsibilities of citizens.
- The importance of holidays and the reasons various holidays are celebrated.

Students will be able to...

- Explore ways in which individuals are unique.
- Explain how individuals cooperate with one another.
- Determine what rules are and why people need them.
- Tell the importance of laws and or following laws.
- Describe what it means to be a good citizen.
- Interpret the information on a map.
- Identify problem and solutions
- Analyze sources of information
- Analyze visuals
- Analyze multiple perspectives
- Inspect, find evidence and make connections

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit reflection/response.
- Teacher observation.
- Classroom discussion.
- Rule-following behaviors exhibited by each student.
- Students setting behavior examples.
- Students distinguish between rewards and consequences.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Identifying community signs: stop, yield, do not enter, crosswalks, etc.
- Identifying workers around the school/community responsible for carrying certain rules/law/order.
- Classroom discussions.
- Draw a picture of one way to help others.
- Role play in classrooms depicting appropriate rules –following behaviors such as respecting other people's belongings, taking turns, and being a good classroom citizen.
- Daily repetition of classroom rules and consequences.
- Classroom jobs/tasks.
- Community workers as guest speakers.
- Think-Pair-Share
- Written expression and craft activities
- Read alouds
- Centers
- Cross-curricular activities: connect to science (environmental problem such as litter); connect to math (quantity/cooperation activities)
- Inquiry Project: "We Can Be Good Citizens!" or "All About Me"

RESOURCES

Teacher Resources:

- Books/stories related to following rules and laws : "Good Citizen Sarah", "Officer Buckle and Gloria", "What if Everybody Did That?"
- Online resources
- IMPACT Social Studies Teacher's Edition
- IMPACT Social Studies Research Companion
- IMPACT Explorer
- LBD Unit: At School
- LBD Unit: All About Me
- Scholastic News
- BrainPOPJr.
- Raz Kids
- IMPACT News
- IMPACT Videos
- IMPACT Song Connections
- IMPACT Foldables
- Be a Social Studies Detective
- Explore Primary Sources

Equipment Needed:

- Laptop
- Dress up clothes
- Books/stories
- Puppets to assist in role play and center activities
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Unit Title: Where We Live: Location, Distance, and Direction

Target Course/Grade Level: Social Studies-Kindergarten

Unit Summary: This unit will allow students to understand where they live and the importance of location, distance and direction. The students will be able to understand that people live in different types of dwellings in different places. Students will understand that a globe represents the world as well as be able to find land masses, water masses, the North Pole and the South Pole. They will also know what a map is and how it can be used in addition to how to carry out multi-step directions including the use of directional words.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Geography:

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions

History:

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2: Explain the importance of respecting digital content of others.
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts

RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
RI.K.10. Actively engage in group reading activities with purpose and understanding.
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail

Unit Understandings:

Students will understand that...

- People live in many different places and understand where we live in the state and country.
- People live in places in their neighborhoods.

- People live in different kinds of places (city, farm, town, etc.) .
- How to distinguish and compare land and water masses.
- A globe is a model of the earth and how to locate the North and South Poles on a globe.
- A map is a picture of a place.
- Maps are used to find out where places are and how to get from one place to another.
- Maps use drawings/symbols to stand for things.

Unit Essential Questions:

- Where do we live?
- What can we find at our school?
- What is a neighborhood?
- Where in the world do we live?
- How do people move from place to place?
- How can we take care of our neighborhood?
- What are some places in a neighborhood?
- How does a map help us learn about a neighborhood?
- What state do we live in?
- What country do we live in?
- Where do all people live?
- What types of dwellings do people live in?
- Which direction is- North, South, East, West?
- What do maps and globes show?

Knowledge and Skills:

Students will know...

- Key Words: Country, Globe, Map, Neighborhood, Town, City, State, World, Transportation, Symbols, Kind, Motor, North, South, East, West
- Key People/Places: Ellen Ochoa, Daniel Boone, John Chapman, United States, New Jersey, Rahway, Principal, Librarian, Nurse, Teacher
- Neighborhoods are communities within a town or city.
- How we use map symbols.
- How to locate objects using a map of the classroom.
- How to use appropriate directional words: up, down, left, right, near, far.
- The importance of helping each other and taking care of our world.
- The importance of holidays and the reasons various holidays are celebrated.

Students will be able to...

- Name people and places found at school and in a neighborhood.
- Identify city, state, and country.
- Describe the ways people move from place to place.
- Create a map of a neighborhood.

- Analyze images related to how we get to school.
- Analyze the connections between the text and the illustrations in a graphic text.
- Inspect, find evidence and make connections.
- Describe where we live.
- Interpret the information on a map.
- Describe the qualities of people who demonstrate good citizenship.
- Identify problems and solutions.
- Sequence events.
- Analyze sources of information.
- Analyze/interpret visuals.
- Analyze multiple perspectives.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit reflection/response.
- Teacher observation.
- Classroom discussion.
- Projects sharing our own cultural traditions
- Students reenacting important holiday celebrations

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Draw a map of your neighborhood.
- Classroom discussions
- Holiday celebrations
- Role play
- Think-Pair-Share
- Written expression and craft activities
- Read alouds
- Centers
- Inquiry Project: "Our Neighborhood"

RESOURCES

Teacher Resources:

- Online resources
- IMPACT Social Studies Teacher's Edition
- IMPACT Social Studies Research Companion
- IMPACT Explorer
- Scholastic News
- BrainPOPJr.
- Raz Kids
- IMPACT News
- IMPACT Videos
- IMPACT Song Connections
- IMPACT Foldables
- Be a Social Studies Detective
- Explore Primary Sources
- LBD Unit: Doing Our Part

Equipment Needed:

- Laptop
- Dress up clothes
- Maps
- Books/stories
- Puppets to assist in role play and center activities

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Our Country: Symbols, Holidays, Important Places and People

Target Course/Grade Level: Social Studies-Kindergarten

Unit Summary: This unit will allow students to understand what does it mean to be an American. Students will investigate how people celebrate and show pride in America. They will explore holidays as well as significant symbols, people and landmarks. Students will gain an understanding of the many different ways we are Americans.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

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

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

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

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

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

History:

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

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.2: Explain the importance of respecting digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts:
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
RI.K.10. Actively engage in group reading activities with purpose and understanding.
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit Understandings:

Students will understand that...

- What it means to be an American.
- How opportunities exist for people of different cultures and backgrounds. (AAH) (AAPI)
- Why the bald eagle is a symbol of our country.
- What holidays are celebrated and how they are celebrated. (AAH) (AAPI)
- Describe people who come to America from other countries and how we welcomed them.
- Explore how landmarks came about and/or were created.
- Explain the significance of Dr. Martin Luther King Jr. and others who shaped our country. (AAH)

Unit Essential Questions:

- What does it mean to be an American?
- Who are our leaders?
- Why are national symbols important?
- How do we celebrate America?

- How do we show pride?
- How do Americans show our history and culture?
- What are customs?

Knowledge and Skills:

Students will know...

- Key Terms: Judge, Celebrate, Courage, Customs, Holiday, Nation, Symbol, Monuments, Civil rights, Pledge of Allegiance, Labor Day, Memorial Day, Independence Day (AAH)
- Key People and Places: Dr. Martin Luther King Jr., Sonia Sotomayer, George Washington, Abraham Lincoln, Booker T. Washington, Clara Barton, Betsy Ross, President of the US, Governor, Mayor, America, Statue of Liberty, Mount Rushmore, White House, Native Americans (AAH)
- Different national symbols and what they represent.
- The importance of holidays and the reasons various holidays are celebrated.
- That America has always been a place made up of people from all over the world.
- Infographics give facts and information and include pictures.
- LBD Unit: Celebrate the Country

Students will be able to...

- Discuss what it means to be an American.
- Describe the qualities of people who demonstrate good citizenship.
- Name leaders in our cities, state, and country.
- Identify national symbols.
- Describe national holidays and how they are celebrated.
- Interpret the information in an infographic.
- Describe why the bald eagle is the symbol of America.
- Analyze the connections between the text and the illustrations in a graphic text.
- Inspect, find evidence and make connections.
- Interpret the information on a map.
- Identify problems and solutions.
- Sequence events.
- Analyze sources of information.
- Analyze/interpret visuals.
- Analyze multiple perspectives.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation.
- Classroom discussion.
- Projects sharing our own cultural traditions.
- Students sharing where they live.
- Students making maps of places important to them.
- End of unit reflection/response.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Classroom discussions.
- Draw a symbol of America.
- Create a celebration board.
- Draw and write about one way to show pride.
- Create country flags.
- Role play
- Think-Pair-Share
- Written expression and craft activities
- Read alouds
- Centers
- Inquiry Project: "Celebrate America"

RESOURCES

Teacher Resources:

- Online resources
- IMPACT Social Studies Teacher's Edition
- IMPACT Social Studies Research Companion (RC)
- IMPACT Explorer (IJ)
- Scholastic News

- BrainPOPJr.
- Raz Kids
- IMPACT News
- IMPACT Videos
- IMPACT Song Connections
- IMPACT Song Connections
- IMPACT Foldables
- Be a Social Studies Detective
- Explore Primary Sources
- LBD Unit: Celebrate the Country

Equipment Needed:

- Laptop
- Books/stories
- Puppets to assist in role play and center activities
- Picture cards for dwellings around the world
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Exploring Jobs: Life Long Ago and Today

Target Course/Grade Level: Social Studies-Kindergarten

Unit Summary: Students will explore life in the past and identify similarities and differences between then and now. This will give students an understanding of how things change over time. Additionally, students will investigate why people have jobs. Students will gain an understanding of how people work and why work is important. They will also explore wants and needs and the difference between them.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

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.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.

Economy:

6.1.2.EconET.1: Explain the difference between needs and wants.

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

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

History:

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
9.1.2.FP.2: Differentiate between financial wants and needs.
9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2: Explain why an individual would choose to save money.
9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
RI.K.10. Actively engage in group reading activities with purpose and understanding.
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit Understandings:

Students will understand that...

- Daily life has changed over time.
- The kinds of work people do.
- The kinds of work children do at school.
- How to connect a story to the topic of wants and needs.
- How to explore different jobs.
- How to compare and contrast how farmers did their jobs long ago and today.
- How to describe the chores children do at home and at school.
- There is a difference between wants and needs.
- Each person is a unique individual. (AAH) (AAPI) (LGBTQ/D)
- Ways people look alike or different.
- Differences among people are neither good nor bad, just different.
- People belong to a family with similar needs (food, shelter, clothing, etc.).
- Names/Roles/Responsibilities/Functions of a family and its members.

Unit Essential Questions:

- Why do people have jobs?
- How has our world changed?
- What jobs are part of a community?
- What kinds of jobs do people have?
- What are needs and wants?
- How did people live long ago?
- How do communities change?
- How has our nation changed?
- What job would you like to have?
- Do you think jobs people do today were easier long ago?
- How are people alike and different?

Knowledge and Skills:

Students will know...

- Key Terms: Dairy, Artifacts, Past, Present, Transportation, Volunteer, Earn, Goods, Needs, Technology, Want, Work, Earn, Amount, Chores, Crops
- Key People/Places: Eleanor Roosevelt, Patsy Takemoto Mink, Ruby Bridges, Native Americans, Pocahontas, Rita Williams-Garcia, Yo-Yo Ma, Community Workers (AAH) (AAPI)
- The kinds of work people do.
- How jobs have changed over time.
- The difference between wants and needs.
- How to interpret information on a map.
- The importance of holidays and the reasons various holidays are celebrated.

Students will be able to...

- Describe the life of people who lived in the past.

- Explain how communities have changed over time.
- Make a timeline and place events in chronological sequence.
- Summarize where people work.
- Explain the difference between needs and wants.
- Name jobs in the community.
- Describe how jobs have changed over time.
- Identify different kinds of jobs around the world.
- Interpret the information on a map.
- Compare and contrast items/jobs from the past and present.
- Explain how we can tell if objects or people in a photograph are from long ago or today.
- Explore how artifacts tell us about how people lived long ago.
- Describe the kinds of work children do at school.
- Classify objects as want or need.
- Analyze pictures/photographs.
- Make a list.
- Analyze the connections between the text and the illustrations in a graphic text.
- Inspect, find evidence and make connections.
- Identify problems and solutions.
- Sequence events.
- Analyze sources of information.
- Analyze multiple perspectives.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit reflection/response.
- Teacher observation.
- Classroom discussion.
- Projects sharing our own homes.
- Students share where they live, how they live and chores they do.
- Students explaining jobs they would want and why.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Classroom discussions.
- Create a family tree.
- Create a shopping list.

- Design a farm.
- Design a store. Think about the kinds of items that will be available.
- Job interviews around the school community.
- Role play
- Think-Pair-Share
- Written expression and craft activities
- Read alouds
- Centers
- Inquiry Project: "When I Grow Up"

RESOURCES

Teacher Resources:

- Magazines
- Online resources
- IMPACT Social Studies Teacher's Edition
- IMPACT Social Studies Research Companion
- IMPACT Explorer
- Scholastic News
- BrainPOPJr.
- Raz Kids
- IMPACT News
- IMPACT Videos
- IMPACT Song Connections
- IMPACT Song Connections
- IMPACT Foldables
- Be a Social Studies Detective
- Explore Primary Sources
- LBD Unit: All About Me

Equipment Needed:

- Laptop
- Books/stories
- Puppets to assist in role play and center activities
- Maps