

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: Social Studies
Grade: Kindergarten
Board Approved: **September 8, 2022**

*All curriculum is aligned with the NJSL in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

New Jersey Student Learning Standards – Social Studies

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

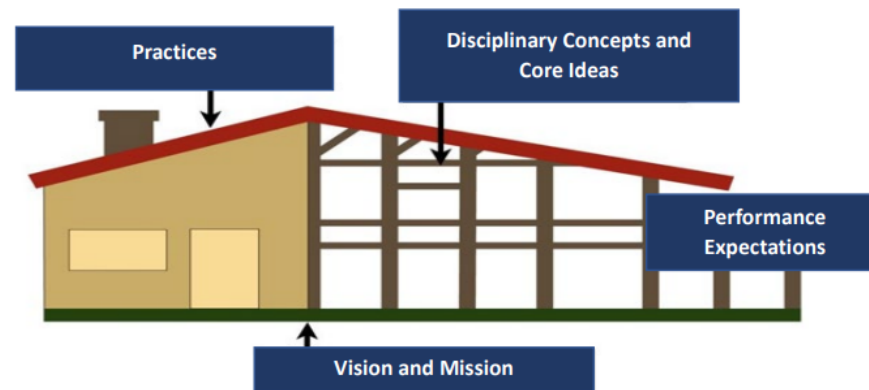
All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success



In this diagram:

- The Vision and Mission serve as the foundation for each content area's standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

Disciplinary Concepts (Core Ideas)

Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2

- Local community and government leaders have roles and responsibilities to provide services for their community members.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2

- When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.

Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 2

- The democratic principles this country was founded upon guide the actions of local, state, and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices).

Civics, Government, and Human Rights: Processes and Rules

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 2

- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Civics, Government and Human Rights: Human and Civil Rights

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2

- Individuals may be different, but all have the same basic human rights.

Civics, Government and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.

By the end of grade 2

- Certain character traits can help individuals become productive members of their community.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2

- A map is a symbolic representation of selected characteristics of a place.
- Geographic data can be used to identify cultural and environmental characteristics of places.

Geography, People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2

- Physical and human characteristics affect where people live (settle).
- People use goods from local and distant places to meet their daily needs.

Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2

- Environmental characteristics influence how and where people live.

Geography, People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2

- Global interconnections occur in both human and physical systems across different regions of the world.

Economics, Innovation and Technology: Economic Ways of Thinking

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 2

- Individuals make decisions based on their needs, wants, and the availability of resources.
- Limited resources influence choices.
- Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).

Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2

- Goods and services are produced and exchanged in multiple ways.

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2

- The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2

- There are benefits to trading goods and services with other countries.

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2

- Historical timelines put events in chronological order to help people understand the past.
- Understanding the past helps to make sense of the present.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 2

- Two or more individuals can have a different understanding of the same event.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2

- The nature of history involves stories of the past preserved in a variety of sources.
- Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2

- Historians create arguments outlining ideas or explanations based on evidence.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
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Standards in Action: Climate Change

At the core of social studies education is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues. As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSL-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSL-SS

The organization and content of the 2020 NJSL-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts.

The *core ideas* are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

Civics, Government and Human Rights (Civics)

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

Geography, People and the Environment (Geo)

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)

- Global Interconnections (GI)

Economics, Innovation and Technology (Econ)

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

History, Culture and Perspectives (History)

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)
- Claims and Argumentation (CA)

For Standards 6.1, grades K–2 and 3–5, and 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):

6.1	2	CivicsCP	1
Standard number	By the end of grade	Strand Disciplinary Concept	Performance Expectation

About the NJSLS-SS Eras

The specific time periods (years) and names of the eras were informed by National Standards for History.

Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
- Era 2 Colonization and Settlement (1585–1763)

Standard 6.1 U.S. History: America in the World by the End of Grade 8

- Era 3 Revolution and the New Nation (1754–1820s)
- Era 4 Expansion and Reform (1801–1861)
- Era 5 Civil War and Reconstruction (1850–1877)

Standard 6.1 U.S. History: America in the World by the End of Grade 12

- Era 1 Colonization and Settlement (1585–1763)
- Era 2 Revolution and the New Nation (1754–1820s)
- Era 3 Expansion and Reform (1801–1861)
- Era 4 Civil War and Reconstruction (1850–1877)
- Era 5 The Development of the Industrial United States (1870–1900)

- Era 6 The Emergence of Modern America: Progressive Reforms (1890–1930)
- Era 7 The Emergence of Modern America: World War I (1890–1930)
- Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)
- Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- Era 10 The Great Depression and World War II: New Deal (1929–1945)
- Era 11 The Great Depression and World War II: World War II (1929–1945)
- Era 12 Postwar United States: Cold War (1945 to early 1970s)
- Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
- Era 14 Contemporary United States: Domestic Policies (1970–Today)
- Era 15 Contemporary United States: International Policies (1970–Today)
- Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

Standard 6.2 World History / Global Studies by the End of Grade 8

- Era 1 The Beginnings of Human Society
- Era 2 Early Civilizations and the Emergence of Pastoral People (4000–1000 BCE)
- Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
- Era 4 Expanding Exchanges and Encounters (500–1450 CE)

Standard 6.2 World History / Global Studies by the End of Grade 12

- Era 1 Emergence of the First Global Age (1350–1770)
- Era 2 Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
- Era 3 Age of Revolutions (1750–1914)
- Era 4 A Half-Century of Crisis and Achievement (1900-1945)
- Era 5 The 20th Century Since 1945 (1945-Today)
- Era 6 Contemporary Issues

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. Curriculum writers and educators are encouraged to use essential questions (or develop their own) to inform the creation of their social studies curriculum and learning experiences.

	1. Civics	2. Geography	3. Human Dignity	4. Economics	5. History	6. Cultural Diversity
GRADE K	What are rules? Why do we need rules?	Where do I live? Where do animals live?	How should I treat others? Why? (People have the right to be happy)	What do my family and I need to survive?	How do we measure time (clocks, calendars)? How have I changed	What is a family? Why is it important? How are families

	<p>Why do we need leaders to make decisions?</p> <p>What is fairness?</p> <p>How can I make my classroom a better place?</p>	<p>How do I find places (maps, globes, google earth)?</p> <p>How does weather affect daily activities?</p>	<p>How can I show respect for others?</p> <p>Who am I and how am I special?</p> <p>How are we the same and how are we different?</p>	<p>How do we obtain what we need to survive?</p> <p>What are resources?</p> <p>Where does my food come from (production)?</p> <p>Why can't we always have everything we want (scarcity)?</p>	<p>over time?</p> <p>How are events connected (sequence)?</p> <p>What are the holidays that we celebrate? How do we celebrate them?</p>	<p>alike and different (needs, homes, foods, clothes, games)?</p> <p>How do family members (around the world) help take care of one another?</p> <p>How is our classroom a diverse place?</p> <p>Why should we celebrate diversity?</p>
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New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

N.J.A.C.6A:8-5.1 (a) 1. iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class
NJS A 18A:6-3 Requires secondary course of study in the United States Constitution

NJS A 18A:35-1,NJS A 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJS A 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJS A 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian American and Pacific Islanders:18A:35-4.44

A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

2020 New Jersey Student Learning Standards – Social Studies

6.1 U.S. History: America in the World by the End of Grade 2:

Civics, Government, and Human Rights: Civics and Political Institutions

Core Idea	Performance Expectations
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none">• 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).• 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.

Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
When all members of the group are given the opportunity to participate in the decisionmaking process everyone's voice is heard	<ul style="list-style-type: none"> • 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.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	<ul style="list-style-type: none"> • 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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civics, Government, and Human Rights: Processes and Rules

Core Idea	Performance Expectations
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Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	<ul style="list-style-type: none"> • 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.
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Civics, Government, and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. • 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Geography, People, and the Environment: Human Population Patterns

Core Idea	Performance Expectations
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Geography, People, and the Environment: Spatial Views of the World

Core Idea	Performance Expectations
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Geographic data can be used to identify cultural and environmental characteristics of places	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

Geography, People, and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. • 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). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. • 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> • 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> • 6.1.2.EconET.1: Explain the difference between needs and wants. • 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

Limited resources influence choices.	<ul style="list-style-type: none"> • 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> • 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. • 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

Economics, Innovation, and Technology: Exchange and Markets

Core Idea	Performance Expectations
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> • 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. • 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. • 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Economics, Innovation, and Technology: National Economy

Core Idea	Performance Expectations
The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"> • 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> • 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Economics, Innovation, and Technology: Global Economy

Core Idea	Performance Expectations
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> • 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. • 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none">• 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.
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none">• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Two or more individuals can have a different understanding of the same event.	<ul style="list-style-type: none">• 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.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none">• 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.• 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none">• 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).
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none">• 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).

History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians create arguments outlining ideas or explanations based on evidence.	• 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.3 Active Citizenship in the 21st Century by the End of Grade 2

Civics, Government and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.	• 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, People and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	• 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 1: Being a Good Citizen (Our Community and Government)

ESTABLISHED GOALS	TRANSFER	
<p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society</p> <p>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).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of its members.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom.</p> <p>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.</p>	<p><i>Students will be able to independently use their knowledge to explain how...</i></p> <ul style="list-style-type: none"> ● Good citizens are involved in their homes, schools, and communities. ● Good citizens take responsibility for their own actions. ● Good citizens work well with their classmates and groups. ● Good citizens include people from different ethnic origins, customs, and traditions. 	
	MEANING	
	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. ● Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. In what ways are good citizens involved in their homes, schools, and communities? 2. What actions show examples of being a good citizen at school? 3. What are examples of rules? What are the consequences of breaking rules? 4. What are ways to be good citizens when working with classmates in groups? 5. How do citizens of different ethnic origins, customs, and traditions share common principles?

Unit 1: Kindergarten - Lessons

Lesson 1 - Citizenship

(6.1.2.CivicsCM.1; 6.1.2.CivicsCM.2; 6.1.2.CivicsCM.3; 6.1.2.CivicsPD.2)

What is a good citizen? Anchor Chart: “Good Citizens Can... Have... Are” to brainstorm ideas. Have students work in groups of 2-3 to discuss how to handle given situations as a good citizen (ie: You find money on the playground...). Go Noodle: “Be a Good Friend!”; Students draw/write: How Can I Be A Good Friend?

Lesson 2 - Rules and consequences

(6.1.2.CivicsCM.1;6.1.2.CivicsPD.2; 6.1.2.CivicsPR.1; 6.1.2.CivicsPR.2; 6.1.2.CivicsPR.3; 6.1.2.CivicsPR.4)

Define what “rules” are and discuss why they are important to have. What are consequences? Model classroom behaviors and show how a good classroom citizen would handle these situations (working with a group, commenting/asking a question, etc.). Make a list on chart paper (student generated ideas) for following rules in class/being a good citizen. Post in the classroom.

Lesson 3 - Sharing and compassion

(6.1.2.CivicsCM.2; 6.1.2.CivicsPD.2)

Read *It’s Mine* by Leo Lionni (<https://www.youtube.com/watch?v=Ny25RTHX4vo>). Stop throughout the reading and point out times when the frogs do not share, or when they do not think about the other frogs’ feelings. Discuss being compassionate and what that would look like in your classroom. Consider adding a “Compassion” chart to your wall. Stickers can be placed each time a student is identified as showing compassion.

Lesson 4 - Helping others

(6.1.2.CivicsCM.2; 6.1.2.CivicsCM.3)

Review ‘compassion’ and how we can show concern for the feelings of others. See Lesson Links & Resources file for a Google Slideshow for Unit 1, Lesson 4. Students should identify which pictures show compassion? Identify characteristics of the people in the images that show compassion.

Lesson 5 - Compassion

6.1.2.CivicsPI.2; 6.1.2.CivicsCM.2; 6.1.2.CivicsCM.3; 6.1.2.HistoryUP.2)

Read *Mrs. Katz & Tush* by Patricia Polacco (<https://www.youtube.com/watch?v=VOIE76yX7Dg>). How is Larnel showing compassion for Mrs. Katz, even though they are from different cultures/backgrounds?

Lesson 6 - Community helpers

(6.1.2.CivicsCM.1; 6.1.2.CivicsCM.2; 6.1.2.CivicsCM.3)

Identify helpers in our community. What rules do we have in our community? How do these helpers show compassion? What rules do we have to follow? <insert any community helpers activity in this lesson

District/School Formative Assessment Plan

District/School Summative Assessment Plan

Strategic questioning
Turn & talk
Oral response/participation
Role playing good citizen behaviors
Teacher Observations

**Draw/write or share orally what makes a good citizen.
Observing how students show compassion on their own.**

Alternative Assessments

Evaluative Criteria

Assessment Evidence

Citizenship Rubric (See Resources File)

Suggestion: Performance Task

District/School Texts

District/School Supplementary Resources

Studies Weekly (Merchantville)

Into Social Studies

<i>Into Social Studies (Lawnside)</i> <i>Social Studies Alive (Barrington)</i>	Unit 1 Magazine: <i>Being a Good Citizen</i> Unit 3 Magazine: <i>Jobs</i> Unit 7 Magazine: <i>History a Celebration</i> It's Mine! By Leo Lionni Mrs. Katz & Tush By Patricia Polocco
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Interdisciplinary Connections

ELA RL.K.1. W.K.2. RL.K.2. SL.K.1. SL.K.4. SL.K.5. SL.K.6	Math	Science
21st Century Skills/Career Education CRP1. CRP5.	Technology	

Modifications and Accommodations

Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	English Language Learners Labels word banks visuals student friendly definitions extended time chunking intentional grouping	Students at Risk of School Failure leveled text graphic organizers modified assignments kinesthetic activities restate/rephrase chunking intentional grouping
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	

Unit Duration: Instructional Days

Approximately 40 days

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 2: Maps (Where Am I?)

ESTABLISHED GOALS	TRANSFER	
<p>6.1.2.GeoHE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region.</p> <p>6.1.2.GeoHE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.GeoSV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.GeoSV.2: Describe how maps are created for a specific purpose (e.g. school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.GeoSV.3: Identify and describe the properties of a variety of maps and globes (e.g. title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding,thematic).</p> <p>6.1.2.GeoSV.4: Identify examples of geospatial data (e.g. landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought)</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● Explain that maps and globes represent the Earth. ● Describe the location of places referenced in stories and real-life situations can be shown on maps and globes. ● Explain that land and water features can be found on maps and globes. 	
	MEANING	
	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> ● Compare and contrast information that can be found on different types of maps and determine how the information may be useful. ● Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. ● Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What can be used to show a model of the Earth? 2. How can maps be used to locate areas referenced in stories and real life? 3. How are land and water features shown on maps and globes?

Unit 2: Kindergarten - Lessons

Lesson 1 - Globes and Maps - Introduction

(6.1.2.GeoHE.4; 6.1.2.GeoSV.1; 6.1.2.GeoSV.3; 6.1.2.GeoSV.4)

Introduce by building background: What do you know about maps? What does the Earth look like? Look at a model of the Earth (possibly using a globe if available). Identify which parts of the globe show land and which parts are water. Use the globe worksheet found in the Resources File to color and label a globe.

Lesson 2 - Globes and maps - Compare and contrast

(6.1.2.GeoSV.1; 6.1.2; GeoSV.2; 6.1.2.GeoSV.4)

What are the differences between maps and globes? Show a map and a globe. Compare/contrast maps vs. globes and identify elements on each (ie: the land, the water, compass rose, mountains (if relief map), etc. .

Lesson 3 - Creating a mental map

(6.1.2.GeoSV.1; 6.1.2.GeoSV.3)

Read Rosie’s Walk by Pat Hutchins (<https://www.youtube.com/watch?v=XHycGh4q58Q>). See Resources File for Rosie’s Walk Activity.

Lesson 4 - Creating a map

(6.1.2.GeoSV.1; 6.1.2.GeoSV.2; 6.1.2.GeoSV.3; 6.1.2.GeoSV.4)

Work together to design a map of the classroom (could also do the playground or lunchroom). Use either chart paper or bulletin board paper to create the map. Students can describe how to go from one point on the map to another.

Lesson 5 - Map skills

(6.1.2.GeoSV.1; 6.1.2.GeoSV.2; 6.1.2.GeoSV.3; 6.1.2.GeoSV.4)

Share the book Follow That Map! A First Book of Mapping Skills By Scot Ritchie (<https://www.youtube.com/watch?v=OVuumshdcmA>) . Use the map practice page in the Resources File to allow students to create their own map of a neighborhood.

Lesson 6 - Maps and technology

(6.1.2.GeoSV.1; 6.1.2.GeoSV.2; 6.1.2.GeoSV.3; 6.1.2.GeoSV.4)

Use Google Earth, Google Maps, or another online resource to show students a map of their town. Identify the school, and other landmarks that they would recognize. Why is it helpful to use technology to find things? What can this map show us that a paper map cannot?

District/School Formative Assessment Plan		District/School Summative Assessment Plan
Strategic questioning Turn & talk Oral response/participation Teacher Observations		Globe worksheet Create a Map Oral assessment (identify elements on a map)
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
Unit 2 Rubric (Maps)	(Suggested) Performance Task: 1) Use play dough, construction paper, etc. to create a map of the school. 2) Draw a picture of your classroom.	
District/School Texts		District/School Supplementary Resources
<i>Studies Weekly (Merchantville)</i> <i>Into Social Studies (Lawnside)</i> <i>Social Studies Alive (Barrington)</i>		Into Social Studies <i>Unit 2 Magazine Flags and Other Symbols</i> <i>Unit 4 Magazine: Maps</i> <i>Unit 5 Magazine: Neighborhood</i> Globe Various types of maps <u>Rosie's Walk</u> by Pat Hutchins <u>Follow That Map! A First Book of Mapping Skills</u> by Scot Ritchie
Interdisciplinary Connections		
ELA RL.K.2. RI.K.7. RL.K.3. W.K.2. RL.K.7. SL.K.1. RL.K.10. SL.K.2. SL.K.3.	Math	Science
21st Century Skills/Career Education CRP4. CRP6.	Technology	
Modifications and Accommodations		
Special Education Students Small group	English Language Learners Labels	Special Education Students Small group

Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	word banks visuals student friendly definitions extended time chunking intentional grouping	Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
Unit Duration: Instructional Days		
<i>Approximately 40 days</i>		

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 3: Wants & Needs (Goods & Services)

ESTABLISHED GOALS	TRANSFER	
<p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p>6.1.2.EconEM.2: Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>6.1.2.EconEM.3: Identify the ways that people exchange goods and services (e.g., purchase, borrow, and barter).</p> <p>6.1.2.EconET.1: Explain the differences between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● People cannot have everything they want. ● People have to make choices about the things they want. ● People work to earn money and use it to buy the things they want. ● People work at many jobs. 	
	MEANING	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. ● Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Why do people have to make choices? 2. How do people earn money to buy the things they want? 3. What are examples of jobs?

<p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p>		
<p>Unit 3: Kindergarten - Lessons</p>		
<p>Lesson 1 - Wants and needs - Part 1 (6.1.2.EconET.1) Identify things you want vs. things you need. Use the Lesson 1 Slide Show in the Resources File to guide this lesson.</p> <p>Lesson 2 - Wants and needs - Part 2 (6.1.2.EconET.1) Use the Wants & Needs Activity Pack in the Resources File to practice identifying Wants & Needs. **Use Part 1 of the Wants/Needs Rubric to assess. (Resources file)**</p> <p>Lesson 3 - Personal choices and decisions (6.1.2.EconET.1; 6.1.2.EconET.2) How do we make choices about what we want and what we need? Use chart paper to make a T chart to list items you would take on a trip to the moon. What would you NEED to take vs. what would you WANT to take. How do you decide? Students can draw one thing they need to take and one thing they would want to take on the worksheet provided in the Resources folder.</p> <p>Lesson 4 - Jobs and careers (6.1.2.EconET.1; 6.1.2.EconET.2;6.1.2.EconET.3) We can buy what we need by working at different jobs. Discuss places of business in your town and where people might work; also discuss where you might go to <i>buy</i> the things you need in your community. <make this lesson specific to your community></p> <p>Lesson 5 - Community helpers (6.1.2.EconEM.1; 6.1.2.EconEM.2; 6.1.2.EconET.1;6.1.2.EconET.2) Community Helpers: What kinds of jobs can people do to make money to buy their wants and needs? (Any community helpers lessons can be added here. There is a booklet included in the Resources file if you need materials on community helpers)</p> <p>Lesson 6 - Money and saving (6.1.2.EconEM.3; 6.1.2.EconET.1; 6.1.2.EconET.2; 6.1.2.EconET.4) We can save money to buy the things we want. Have students name items they want (not “need”). Use the Lesson 5 resource “Bunny Money” (Kindergarten Resource Folder) and the book <i>Bunny Money</i> by Rosemary Wells (https://www.youtube.com/watch?v=bcVaypXBEgg) to teach the concept of long and short term savings.</p>		
<p>District/School Formative Assessment Plan</p>		<p>District/School Summative Assessment Plan</p>
<p>Strategic questioning Turn & talk Oral response/participation Teacher Observations</p>	<p>Identify wants/needs Respond orally to how we decide between wants/needs Identify jobs/community helpers</p>	
<p>Alternative Assessments</p>		
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	
<p>Unit 3 Rubric (Wants/Needs)</p>	<p>Suggested (Performance Tasks): 1) Visit a local business/store and identify items that you would need vs. items you would want. 2) Visit local community helpers and allow students to ask questions about their jobs.</p>	
<p>District/School Texts</p>		<p>District/School Supplementary Resources</p>
<p><i>Studies Weekly (Merchantville)</i> <i>Into Social Studies (Lawnside)</i> <i>Social Studies Alive (Barrington)</i></p>		<p><i>Into Social Studies</i> <i>Unit 3 Magazine: Jobs</i> <i>Unit 5 Magazine: Past and Present</i></p>

Interdisciplinary Connections

<p>ELA RL.K.1. RL.K.2. RL.K.3 RL.K.10</p>	<p>Math Counting and Cardinality: A.1-3</p>	<p>Science</p>
<p>21st Century Skills/Career Education CRP1 CRP3 9.1.4.A.1 9.2.4.A.1 9.2.4.A.2 9.3.HU.2</p>	<p>Technology</p>	

Modifications and Accommodations

<p>Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks</p>	<p>English Language Learners Labels word banks visuals student friendly definitions extended time chunking intentional grouping</p>	<p>Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks</p>
<p>Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment</p>	<p>Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time</p>	

Unit Duration: Instructional Days

40 days

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit 4: Holidays, Cultural Identities, and Change Over Time
 (The Stories That Shape Us)**

ESTABLISHED GOALS	TRANSFER
	<i>Students will be able to independently use their knowledge to...</i>

<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.1.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally and globally).</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describe how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to communicate the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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 the culture's history.</p>	<ul style="list-style-type: none"> ● Describe how everyday life today is different from everyday life long ago. ● Describe how stories and families can tell about events from the past. ● Understand that history relates events from long ago. ● Understand that history teaches us about the interesting lives of people long ago. ● We celebrate holidays to remember people and events from long ago. ● Understand the importance of different ethical groups
MEANING	
<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> ● Determine how local and state communities have changed over time, and explain the reasons for changes. ● Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What can we learn about people and events from long ago? 2. How has our community changed over time? 3. How is everyday life today different from everyday life long ago? 4. Who are the people that we remember on particular holidays? 5. Why do we celebrate holidays? 6. Why is it important to learn about individuals of all ethnic groups

Unit 4: Kindergarten - Lessons

Lesson 1 - Time and change - Part 1

(6.1.1.HistoryCA.1; 6.1.2.HistoryCC.1 ; 6.1.2.HistoryCC.2; 6.1.2.HistoryCC.3)

Use the Slideshow in the Resources folder to view photos and share ideas about the way things have changed over time. A follow-up worksheet/activity is included in the resources folder. If possible--share pictures of the community where your students attend school to show how it has changed over time.

Lesson 2 - Time and change - Part 2

(6.1.1.HistoryCA.1; 6.1.2.HistoryCC.1; 6.1.2.HistoryCC.2; 6.1.2.HistoryCC.3)

Read The Little House by Virginia Lee (<https://www.youtube.com/watch?v=7D-UnakYw7A>). How did the land around the little house change over time? Walt Disney produced a short film based on the book which is available on YouTube: <https://www.youtube.com/watch?v=Y881yitFluQ&feature=related> House template included in the Resources file as a follow up option.

Lesson 3 - Time and change - Part 3

(6.1.1.HistoryCA.1; 6.1.2.HistoryCC.1; 6.1.2.HistoryCC.2; 6.1.2.HistoryCC.3)

How have common items changed over time? Build background by sharing examples of ways life today is different than long ago, including items we use everyday. Use the cut & sort activity in the Resources file either whole group, small group, or as an individual task. Sort the items according to whether they are something that is used today, or something that was used in the past. Why do you think these objects have changed over time?

Lesson 4 - Pilgrims and the first Thanksgiving

(6.1.2.CivicsDP.3; 6.1.2.HistoryCC.2; 6.1.2.HistorySE.1)

Thanksgiving History Timeline: See the information in the Resources file to create a timeline of events for students to follow from the Pilgrims leaving England through the first year to the first Thanksgiving. Follow up options include a booklet (mimics the timeline pages; see Resources file). Read aloud [Thanksgiving on Plymouth Plantation](https://www.youtube.com/watch?v=1FxHPY7ZZDM) by Diane Stanley (<https://www.youtube.com/watch?v=1FxHPY7ZZDM>) as an additional follow up. This book has great reviews for Thanksgiving for kids from a historical perspective.

Lesson 5 - Holidays around the world

(6.1.2.CivicsDP.3; 6.1.2.HistorySE.1)

Complete 2 week unit included in Resource file. (includes ELA standards)

Lesson 6 - Martin Luther King, Jr.

(6.12.CivicsDP.3; 6.1.2.HistorySE.1)

Who was Martin Luther King, Jr? Why is it important to learn about him? Read any book about Martin Luther King, Jr. such as [My Brother Martin](https://www.youtube.com/watch?v=MD9qDcnWilk) by Christine King Farris (<https://www.youtube.com/watch?v=MD9qDcnWilk>). See the Resources file for an easy-reader MLK booklet for students to color and read.

Lesson 7 - Rosa Parks

(6.1.2.CivicsCM.3; 6.12.CivicsDP.3; 6.1.2.HistorySE.1)

Who was Rosa Parks? Why is it important to learn about her? Read any book about Rosa Parks such as [Rosa Parks \(Little People, Big Dreams\)](https://www.youtube.com/watch?v=2hMXyIkzBXU) by Lisbeth Kaiser (<https://www.youtube.com/watch?v=2hMXyIkzBXU>) or [I am Rosa Parks \(Ordinary People Change the World\)](https://www.youtube.com/watch?v=n4pUUvCdk9c) by Brad Meltzer (<https://www.youtube.com/watch?v=n4pUUvCdk9c>). See the Resources file for a Rosa Parks emergent reader for students to color and read and a template for a “was, had, wanted” chart and writing follow up.

Lesson 8- Kamala Harris

(6.1.2.CivicsCM.3; 6.12.CivicsDP.3; 6.1.2.HistorySE.1)

Who is Kamala Harris? Why is it important to learn about her? Read any book about Kamala Harris such as Who Is Kamala Harris by Kirsten Anderson. Discuss her African American and Asian Heritage. Video Resources: <https://youtu.be/WTbdpW8R8ss>, https://youtu.be/uooFw_58vH0

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Strategic questioning Turn & talk Oral response/participation Teacher Observations	<i>Into Social Studies</i> Unit 2 Magazine: <i>Flags and Other Symbols</i> Unit 6 <i>Past & Present</i> Unit 7 <i>History a Celebration</i> Oral response--how our lives have changed over time Sorting activity--today vs. the past

Alternative Assessments

Evaluative Criteria	Assessment Evidence
Unit 4 Rubric (History/Holidays) 4 - Innovating: <i>I can do this consistently and at a level about expectations.</i> 3 - Applying: <i>I can do this most of the time and at a First Grade level.</i> 2 - Developing: <i>I can do this sometimes. I'm still not independent.</i> 1 - Beginning: <i>I am not sure how to do this. I need more practice.</i>	Suggestion: Performance task 1) Draw a picture of a location at 3 different periods of time (past, present, future). 2) Draw a picture of the first Thanksgiving.

District/School Texts	District/School Supplementary Resources
<i>Studies Weekly (Merchantville)</i> <i>Into Social Studies (Lawnside)</i> <i>Social Studies Alive (Barrington)</i>	<i>The Little House</i> by Virginia Lee Thanksgiving on Plymouth Plantation by Diane Stanley My Brother Martin by Christine King Farris <i>The Family Book</i> by Todd Parr <i>Who Is Kamala Harris</i> by Kirsten Anderson

		Assorted holiday texts
Interdisciplinary Connections		
ELA RF.K.2c-d RF.K.3a, c RL.K.1-3, 7, 10 RI.K.1, 3, 7-8, 10	Math K.CC.B.4.a-c K.CC.C.6	Science
21st Century Skills/Career Education CRP.4, 12 9.3.HU.2	Technology 8.1.P.A.4, 5 8.1.2.A.4	
Modifications and Accommodations		
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