

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: Social Studies
Grade: Kindergarten
Board Approved: AUGUST 2018

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

New Jersey Student Learning Standards

for
Social Studies
INTRODUCTION

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local 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 implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century 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 citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. 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 New Jersey social studies standards and indicators reflect national and state standards and other documents 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, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.²

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences,

and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Revised Standards

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

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. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards 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.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- 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 and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand

6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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<p>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.</p>	
<p style="text-align: center;">Unit 1: Being a Good Citizen</p>	
<p>ESTABLISHED GOALS</p>	<p>TRANSFER</p>
<p>6.1.4.A.1 Rules and laws are developed to protect people’s rights and the security and welfare of society.</p> <p>6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges</p>	<p><i>Students will be able to independently use their knowledge to explain how...</i></p> <p>Good citizens are involved in their homes, schools, and communities.</p> <p>Good citizens take responsibility for their own actions.</p> <p>Good citizens work well with their classmates and groups.</p> <p>Good citizens include people from different ethnic origins, customs, and traditions.</p>
<p>MEANING</p>	

national, and global challenges.

UNDERSTANDINGS

Students will...

- 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.

ESSENTIAL QUESTIONS

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: 6.1.4.A.

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: 6.1.4.A.

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: 6.1.4.A.

Read *It’s Mine* by Leo Lionni. 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: 6.1.4.A.

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: 6.1.4.A.

Read *Mrs. Katz & Tush* by Patricia Polacco. How is Larnel showing compassion for Mrs. Katz, even though they are from different cultures/backgrounds?

Lesson 6: 6.1.4.A.

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

Social Studies Curriculum - Kindergarten

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
<i>Studies Weekly (Merchantville)</i> <i>HMH into Social Studies: The World Around Us (Lawnside)</i> <i>Social Studies Alive (Barrington)</i>		<i>It's Mine!</i> By Leo Lionni <i>Mrs. Katz & Tush</i> By Patricia Polocco
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

<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>	
<p>Unit Duration: Instructional Days</p>		
<p><i>Approximately 40 days</i></p>		

<p>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.</p>	
<p>Unit 2: Maps</p>	
<p>ESTABLISHED GOALS</p>	<p>TRANSFER</p>
<p>6.1.4.B.1, 2, 3 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <p>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.</p>
<p>MEANING</p>	

UNDERSTANDINGS

Students will...

- 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.

ESSENTIAL QUESTIONS

What can be used to show a model of the Earth?

How can maps be used to locate areas referenced in stories and real life?

How are land and water features shown on maps and globes?

Unit 2: Kindergarten - Lessons

Lesson 1: 6.1.4.B

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: 6.1.4.B

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: 6.1.4.B

Read Rosie's Walk by Pat Hutchins. See Resources File for Rosie's Walk Activity.

Lesson 4: 6.1.4.B

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: 6.1.4.B

Share the book Follow That Map! A First Book of Mapping Skills By Scot Ritchie. Use the map practice page in the Resources File to allow students to create their own map of a neighborhood.

Lesson 6: 6.1.4.B

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?

Social Studies Curriculum - Kindergarten

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: Use play dough, constructions paper, etc. to create a map of the school.	
District/School Texts		District/School Supplementary Resources
<i>Studies Weekly (Merchantville)</i> <i>HMH: into Social Studies (The World Around Us) (Lawnside)</i> <i>Social Studies Alive (Barrington)</i>		Globe Various types of maps <i>Rosie’s Walk</i> by Pat Hutchins <i>Follow That Map! A First Book of Mapping Skills</i> 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 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	Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks

Social Studies Curriculum - Kindergarten

<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>	
<p>Unit Duration: Instructional Days</p>		
<p><i>Approximately 40 days</i></p>		

<p>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.</p>	
<p>Unit 3: Wants & Needs</p>	
<p>ESTABLISHED GOALS</p>	<p>TRANSFER</p>

<p>6.1.4.C.1, 2 People make decisions based on their needs, wants, and the availability of resources.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <p>People cannot have everything they want.</p> <p>People have to make choices about the things they want.</p> <p>People work to earn money and use it to buy the things they want.</p> <p>People work at many jobs.</p>	
	<p>MEANING</p>	
	<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>Unit 3: Kindergarten - Lessons</p>		
<p><u>Lesson 1: 6.1.4.C</u> Identify things you want vs. things you need. Use the Lesson 1 Slide Show in the Resources File to guide this lesson.</p> <p><u>Lesson 2: 6.1.4.C</u> 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><u>Lesson 3: 6.1.4.C</u> 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><u>Lesson 4: 6.1.4.C</u> <i>Community Lesson</i> 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 buy the things you need in your community. <make this lesson specific to your community></p> <p><u>Lesson 5: 6.1.4.C</u> 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><u>Lesson 6: 6.1.4.C</u> 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 <u>Bunny Money</u> by Rosemary Wells to teach the concept of long and short term savings.</p>		

Social Studies Curriculum - Kindergarten

District/School Formative Assessment Plan		District/School Summative Assessment Plan
Strategic questioning Turn & talk Oral response/participation Teacher Observations		Identify wants/needs Respond orally to how we decide between wants/needs Identify jobs/community helpers
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
Unit 3 Rubric (Wants/Needs)	Suggested (Performance Tasks): Visit a local business/store and identify items that you would need vs. items you would want. Visit local community helpers and allow students to ask questions about their jobs.	
District/School Texts		District/School Supplementary Resources
<i>Studies Weekly (Merchantville)</i> <i>HMH: into Social Studies: The World Around Us (Lawnside)</i> <i>Social Studies Alive (Barrington)</i>		<i>Bunny Money</i> by Rosemary Wells
Interdisciplinary Connections		
ELA RL.K.1. RL.K.2. RL.K.3 RL.K.10	Math Counting and Cardinality: A.1-3	Science
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	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	Special Education Students Small group 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		
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	
ESTABLISHED GOALS	TRANSFER
6.1.4.D.11 Personal, family, and community history is a source of information for individuals about the people and places around them. 6.1.4.D.19 People view and interpret events differently because of the times in which	<i>Students will be able to independently use their knowledge to...</i> 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.

...differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

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?

Unit 4: Kindergarten - Lessons

Lesson 1: 6.1.4

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: 6.1.4.D:

Read The Little House by Virginia Lee. (read aloud can be viewed on YouTube if needed) 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=Y881yjtFluQ&feature=related> House template included in the Resources file as a follow up option.

Lesson 3: 6.1.4.D:

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: 6.1.4.D:

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 by Diane Stanley as an additional follow up. This book has great reviews for Thanksgiving for kids from a historical perspective.

Lesson 5: 6.1.4.D:

Holidays Around the World: Complete 2 week unit included in Resource file. (includes ELA standards)

Lesson 6: 6.1.4.D:

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 by Christine King Farris. See the Resources file for an easy-reader MLK booklet for students to color and read.

Lesson 7: 6.1.4.D:

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) by Lisbeth Kaiser or I am Rosa Parks (Ordinary People Change the World) by Brad Meltzer. 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.

Social Studies Curriculum - Kindergarten

District/School Formative Assessment Plan		District/School Summative Assessment Plan
Strategic questioning Turn & talk Oral response/participation Teacher Observations		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)	Suggestion: Performance task	
District/School Texts		District/School Supplementary Resources
<i>Studies Weekly (Merchantville)</i> <i>HMH: into Social Studies: The World Around Us (Lawnside)</i> <i>Social Studies Alive (Barrington)</i>		The Little House by Virginia Lee Thanksgiving on Plymouth Plantation by Diane Stanley My Brother Martin by Christine King Farris The Family Book by Todd Parr 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		
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	Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks

Social Studies Curriculum - Kindergarten

<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>	
<p>Unit Duration: Instructional Days</p>		
<p><i>40 days</i></p>		