



Estell Manor School District

Social Studies Curriculum Grade K

Statement of Purpose

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will 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.

KINDERGARTEN

Theme: "My World: Near and Far"
CORE MATERIALS: Studies Weekly

UNIT	TIMELINE	STANDARDS	TOPICS	CORE IDEAS
CIVICS AND GOVERNMENT	Weeks 1-12	6.1.2.CivicsPD.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 6.1.2.CivicsPI.2 6.1.2.CivicsPI.6 6.1.2.CivicsDP.1 6.1.2.CivicsDP.2 6.1.2.CivicsDP.3 6.1.2.CivicsCM.1 6.1.2.CivicsCM.2	• Community • Rules and Laws • Working Together • Government • Important Documents • Citizens • Patriotism, National Symbols, and National Holidays • Sources	Students will engage in learning about community, government, and their role as a citizen of a community. Students will also learn about sources used to study history.
GEOGRAPHY	Weeks 13-21	6.1.2.Geo.SV.2 6.1.2.Geo.SV.3 6.1.2.CivicsCM.3 6.1.2.HistorySE.1	• Map Skills • Five Themes of Geography • Location • Place: Physical Characteristics and Human Characteristics • Human-Environment Interaction • Movement • Types of Regions • Cultures	Students will be introduced to the Five Themes of Geography and learn more about the physical and human aspects of geography and how they inform the development of cultures.
ECONOMICS	Weeks 22-26	6.1.2.EconET.1 6.1.2.EconET.2 6.1.2.EconET.3 6.1.2.EconET.4	• Needs and Wants • Goods and Services • Economic Choices • Economic Activities	Students will be introduced to the economic principles of needs and wants and goods and services. Students will also make connections

		6.1.2.EconEM.1 6.1.2.EconEM.2	• Saving and Spending	to the ways in which people meet basic needs and various resources. Students will examine various economic activities and resources and their relationship with community choices.
HISTORY	Weeks 27-32	6.1.2.HistoryCC.3 6.1.2.CivicsDP.3	• Time • Changes Over Time • Inventions • Transportation Changes • Communication Changes	Students will explore the concept of time and how people, ideas, and communities change over time.
HOLIDAYS AND TRADITIONS	Ongoing/ As Time Allows	6.1.2.HistoryUP.2 6.1.2.HistorySE.1	• Varied	Students will explore national and international holidays, traditions, culture, and history.

In unit 1, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy		√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management			CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

GEOGRAPHY: My Place in the World (Community/All About Communities)	Duration: September - October
Unit Summary Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities people help each other and follow rules. Transportation and communication in communities have changed over time.	
NJ Student Learning Standards	
6.1.4. A.1 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. 6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.4. C.5 Explain the role of specialization in the production and exchange of goods and services. 6.3.4. A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). 6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.	
Interdisciplinary Connections RI.K.1. With prompting and support, ask and answer questions about key details in a text. RF.K.1. Demonstrate understanding of the organization and basic features of print. W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

1.3.2. C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

CRP1. Act as a responsible and contributing citizen and employee.

CRP.11 Use technology to enhance productivity.

Essential Understandings	Essential Questions
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<i>Students will understand that...</i> • A community is a place where people live, work, and have fun together. • A neighbor is someone who lives in the same neighborhood. • There are suburban, rural, and urban areas. • Laws are rules people in a community must follow. • A good citizen is a member of the community who helps others. • A family is a group of people who love and care for each other. • A family tree shows the people in our family. • Ancestors are people in our family tree that came before us.	• What is a community? • What are neighbors? • What different kinds of communities are there? • What are laws? • What is a good citizen? • What are community helpers? • What is a family/what is a family tree? • What are ancestors?
Evidence of Student Learning	
Projects	Other Assessments
• Create family tree. • Create maps of home, schools and community. • Write thank you letter to a community helper.	Formative Assessments • Anecdotal Notes • Checklists • Participation and teacher observation Summative Assessments • Oral assessments

	• Teacher-made rubrics for daily/unit skills assessment • Teacher Observations Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Teaching Strategies Gold • Journal drawing/ writing • Group Work/Class Discussion Rubric • Role play ways to be a good citizen.
Vocabulary	
Celebration, citizen, community, tradition, neighbors, Vote, Flag, Family, future, volunteers, Weather, globe, job, map, town, seasons, money, need, problems, rules/laws	
Knowledge and Skills	
Content	Skills
<i>Students will....</i> • Learn that people live in communities. • Recognize that community members work together for the common good.	<i>Students will be able to ...</i> • Identify where they live using a world address. • Discuss why communities exist.

● Recognize the characteristics of cities, suburbs, and rural areas. ● Identify the significance of community landmarks. ● Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different. ● Identify changes in communication and transportation and explore ways that these changes have affected people's lives. ● Identify the qualities of good citizenship and recognize ways to show good citizenship. ● Recognize the way rules and laws help communities.	● Identify the characteristics of different communities, including specific landmarks. ● Discuss different types of transportation and communication available in their community. ● Apply the qualities of good citizenship by following rules and laws. ● List ways rules and laws help people.
Instructional Plan	
Suggested Activities	Resources
Students will view (Google maps) maps of school, home and community.	Computer
Students will write about a family ancestor.	Interactive Whiteboard
Students will create community and family word wall for classroom.	Print Materials
Students will experience a fire truck/firefighter visit.	Local fire department

Students will write thank you letter to a community helper.	Literature
Students will act out and discuss the roles of community helpers. Students will use movement, vocal choices, setting, and props to complete a short performance about how community helpers are important in our lives and our community.	List of community helpers to inspire students
Literature	
<i>Franklin's Neighborhood</i> by Paulette Bourgeoise <i>Uptown</i> by Bryan Collier <i>Next Stop Grand Central</i> by Maira Kalman <i>Town and Country</i> by Alice Provensen and Martin Provensen <i>Madlenka</i> by Peter Sis <i>Mei-Mei Loves The Morning</i> by Margaret Tsubakiyama <i>Grandpa's Corner Store</i> by Dyanne Disalvo-Ryan <i>Yard Sale!</i> by Mitra Modarressi <i>Fancy Nancy: My Family History</i> by Jane O'Connor <i>Helpers in My Community</i> by Bobbie Kalman <i>A House is a House for Me</i> by Mary Ann Hoberman <i>Me and My Family Tree</i> by Joan Sweeney <i>Me on the Map</i> by Joan Sweeney <i>Whose Hat Is That?</i> By Sharon Katz Cooper	
Websites	
http://scholastic.com	http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm

http://primarygames.com	http://www.pbskids.org
http://goodnightstories.com/	http://www.planning.org/kidsandcommunity/
http://bensguide.gpo.gov/k-2/government/index.html	http://lessonplanet.com
http://www.cdm.org	http://socialstudiesforkids.com
http://brainpop.com	http://apples4theteacher.com
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> Additional Suggested Options for Differentiation	
English Language Learners • Use visuals • Introduce key vocabulary and concepts before lesson (see http://esl-kids.com) • Use a strong student as a “buddy” (does not necessarily have to speak the primary language)	
Gifted and Talented	

- Students label parts of project independently
- Create an enhanced set of introductory activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Allow extra time to complete assignments or tests
- Use of FM system
- Allow answers to be given orally or dictated
- Use centers

Special Education/504

- Follow all IEP modifications/504 plan
- Reteach, reread, allow students view video
- Work in a small group or one-on-one

In unit 2, the following 21st Century Life and Careers skills are addressed:

21 st Century Themes		Career Ready Practices		
9.1	Personal Financial Literacy		√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.

	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management			CRP4.Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		√	CRP5 Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.

	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.
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Technology

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Unit 2: Geography/ Our Earth	Duration: November - December
Unit Summary Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives.	
NJ Student Learning Standards	
6.1.4. B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 6.1.4. B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	

6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4. B.8 Compare ways people choose to use and distribute natural resources.

6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.3.4. A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Interdisciplinary Connections

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.2.A.1. Identify the basic features of a digital device and explain its purpose.

CRP1. Act as a responsible and contributing citizen and employee.

CRP5. Consider the environmental, social and economic impacts of decisions.	
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Geography tells about the Earth, people, plants, and animals that live on Earth. • Our world is made up of seven continents and four oceans. • Our country is made up of various landforms and bodies of water. • Summer, fall, winter, and spring affect our daily lives by making us adapt to changes. • A natural resource is something that is in nature that is ready for people for use. • We can protect the earth by making minimal changes and practicing recycling.	• How does geography help me? • What are important characteristics of our country and world? • What different landforms make up our country? • What are the four seasons and how do they affect our lives? • What is a natural resource and how do we use them? • How can we protect the Earth?
Evidence of Student Learning	
Projects	Other Assessments
• Make Groundhog Day prediction (seasons) • Create a map of landforms and water	Formative Assessments • Student made map • Daily activities and assignments

	• Teacher observation • Recyclable or not? picture sort Summative Assessments • Teacher created assessments • Pre and Post tests • Daily work • Project rubrics • Presentation of projects Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Teaching Strategies Gold • Social Studies notebook • KWLA Chart: Know, Want to Know, Learn, Analyze
Vocabulary	
Atlantic Ocean, Earth, New Jersey, North America, Pacific Ocean, South America, United States of America, Washington, D.C.	
Knowledge and Skills	

Content	Skills
<i>Students will....</i> ● Identify the United States and its neighbors on a map and globe. ● Identify the oceans and seven continents on a map and globe. Identify major landforms and bodies of water on maps and globes. ● Recognize the difference between weather and seasons. ● Find out how weather patterns affect people's activities. ● Explain what natural resources are. ● Explain how people depend on natural resources to satisfy their basic needs. ● Learn how the Earth has been changed by people and identify ways in which people have changed her. ● Identify ways of protecting Earth. ● Recognize ways people can conserve and replenish natural resources.	Students will be able to ... ● Utilize a map and a globe to identify the United States and her border neighbors. ● Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water. ● Distinguish between weather and seasons vocabulary words. ● Discuss how weather influences personal activity. ● Describe natural resources and how people are dependent on them to satisfy basic needs. ● Explain how the Earth has been changed by people. ● Illustrate how people can protect the Earth and conserve and replenish her resources.
Instructional Plan	
Suggested Activities	Resources

Students will learn about another country.	Interactive Whiteboard
Students will view Groundhog Day ceremony on computer.	Print Materials, computer
Students will create a world or national map	Literature
Students will learn about the different homes for people and animals around the world.	Computer/iPad
	Read aloud Books
Literature	
<i>The Earth and I</i> by Frank Asch <i>Our Earth</i> by Anne Rockwell <i>Earthdance</i> by Joanne Ryder <i>In November</i> by Cynthia Rylant <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer <i>Letter to the Lake</i> by Susan Swanson <i>Our Big Home: An Earth Poem</i> by Linda Glaser <i>River Friendly, River Wild</i> by Jane Kurtz	
Websites	
http://scholastic.com	http://www.urbanext.uiuc.edu/world/nres.html
http://fermi.jhuapl.edu/states/states.html	http://congressforkids.net
http://www.50states.com/	http://primarygames.com
http://brainpop.com	http://apples4theteacher.com

http://socialstudiesforkids.com	http://lessonplanet.com
http://brainpopjr.com	
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Additional Suggested Options for Differentiation	
English Language Learners • http://www.esl-galaxy.com ELL resources for all areas of study • Use maps to identify home country and new country • Make eye contact when giving directions • Use alternative means of assessment (drawing, use of pictures...)	
Gifted and Talented • Use center, stations, or contracts • Provide options and choices • Propose interest-based extension activities	

Basic Skills/Economically Disadvantaged/Students at Risk

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use manipulatives such as blow up globes and puzzles
- Use of FM System

Special Education/504

- Follow all IEP modifications/504 plan
- Allow students to take breaks
- Work in Small Group
- Allow Answers to be given orally or dictated.

In unit 3, the following 21st Century Life and Careers skills are addressed:

21 st Century Themes		Career Ready Practices		
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3 Attend to personal health and financial well-being.

	Credit and Debt Management		√	CRP4 Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		√	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		√	CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.

	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
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Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Unit 3: Citizenship/Working Together	Duration: January - February
Unit Summary A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.	
NJ Student Learning Standards	
6.1.4. A.1 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. 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.	

6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.3.4. A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4. A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Use digital tools and online resources to explore a problem or issue.

8.1.2.D.1. Develop an understanding of ownership of print and nonprint information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective.

Essential Understandings	Essential Questions
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<i>Students will understand that...</i> • A good citizen makes his or her country and community a better place. • A good citizen follows the rules. • The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States. • Martin Luther King, Jr. worked to create equality. • President's Day is when we celebrate the work of presidents like Washington and Lincoln.	• What makes a good citizen? • What does a good citizen act? • What are some symbols that represent the United States? • Who is Martin Luther King, Jr.? • What is President's Day?
Evidence of Student Learning	
Projects	Other Assessments
• Identify and discuss Washington and Lincoln. Make President Timeline for each and compare and contrast. Student timeline as well then compare and contrast through discussion. • Discuss Martin Luther King when talking about good citizenship and making good choices • Create an "Acts of Kindness Chain" • Make a flag • Learn the Pledge of Allegiance in sign language • Make a class book about nice friends • Identify and discuss Washington and Lincoln. • Make a log cabin	Formative Assessments • Teaching Strategies Gold • Teacher created project rubric • Anecdotal Notes • Completion of daily activities Summative Assessments • End of unit Projects • Project rubrics Benchmark Assessment

	• Social Studies benchmark assessment Alternative Assessments • explain a concept in two ways—with words and a pictures • diorama • Social Studies notebook
Vocabulary	
American Flag, Pledge of Allegiance, Statue of Liberty, White House, Bald Eagle	
Knowledge and Skills	
Content	Skills
<i>Students will....</i> • Identify different types of groups. • Explain the need for groups to have rules. • Explain the need for rules and laws in the home, school, and community. • Give examples of rules or laws that establish order, provide security, or manage conflict. • Identify leadership roles in community, state, and country. • Describe the responsibilities and characteristics of a good leader.	<i>Students will be able to ...</i> • Distinguish between different types of groups and explain the need for rules in all groups. • Define rules and laws. • Illustrate a leader in the community, state, or country. • List the responsibilities and characteristics of a good leader. • Define the qualities of a good citizen in their community.

● Identify the qualities of good citizenship as demonstrated by ordinary people. ● Identify and use voting as a way to make decisions. ● Identify symbols of national identity, such as our flag and the Pledge of Allegiance. ● Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility. ● Identify historical figures who were good citizens. ● Demonstrate understanding and skills through material such as songs.	● Discuss how the community makes decisions ● Participate in an election. ● List historical figures who exemplify characteristics of good citizenship. ● Illustrate and label symbols of our national identity related to citizenship. ● Listen to and discuss patriotic songs.
Instructional Plan	
Suggested Activities	Resources
Students will compliment board/compliment jar students can add to about their friends.	Interactive whiteboard
Students will be writing about "If I were the President."	Computer
Students will be writing about how to be a good friend.	Print Materials, Literature
Students will participate in cooperative group activities for 100th Day of school.	
Literature	

Woodrow, the White House Mouse by P.C. Barnes
Washington, D.C.: A Scrapbook by Laura Lee Benson
Duck For President by Doreen Cronin
The Honess to Goodness Truth by Patricia McKissack
I Pledge Allegiance By Pat Mora
The American Flag by Patricia Ryon Quiri
If I Were President by Catherine Stier
A Big Cheese for the White House: The True Tale of a Tremendous Cheddar by Candace Fleming
So You Want To Be President by Judith St. George

Websites

<http://socialstudiesforkids.com>

<http://www.map-reading.com/chap4.php>

<http://brainpopjr.com>

<http://congressforkids.net>

<http://brainpop.com>

<http://discoveryeducation.com>

Modifications/Accommodations

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Additional Suggested Options for Differentiation

English Language Learners

- Picture cards
- Introduce key vocabulary before lesson
- <https://study.com/academy/lesson/adaptations-accommodations-for-ell-students-in-reading.html>

Gifted and Talented

- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities

Special Education/504

- Follow all IEP modifications/504 plan
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures

In unit 4 , the following 21st Century Life and Careers skills are addressed:

21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
X	Money Management		√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management			CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.

Unit 4: Economics/Connecting to the World	Duration: March - April
Unit Summary By working, people get the things they need and want. Some people are producers, but all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.	
NJ Student Learning Standards	

6.1.4. C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4. C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.4. C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

Interdisciplinary Connections

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Technology

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP3. Attend to personal health and financial well-being.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • People work to earn money. • Volunteers do important jobs without getting paid. • Needs are things people must have in order to live, like shelter. • Wants are things that people would like to have but do not need in order to live. • Goods are things that are made or grown. • A service is something that people do for others. • A factory is a building where things are made. • Trade is when we give something and then get something back. • Technology is an advance that makes things faster, easier, or better.	• Why do people work? • What is a volunteer? • What are needs and wants? • What are goods and services? • What is a factory? • What is trade? • What is technology?
Evidence of Student Learning	
Projects	Other Assessments
• Create classroom reward system • Use materials to create something new/be an innovator.	Formative Assessments • Round Robin Charts (students add to, then pass chart to the person) • Think-Pair-Share • Something I now know is...poster or collage depicting what the learned

	Summative Assessments • Teacher created project rubric • Unit assessments Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Teaching Strategies Gold • Teacher Observations • Sentence /Questions Starters • Participation Rubric
Vocabulary	
Choice, citizen, community, culture, fairness, future, globe, job, Money, Need, Problems, Rules, Solutions	
Knowledge and Skills	
Content	Skills
<i>Students will....</i> • Understand that people work to earn money and help others. • Explain the choices people make about earning money.	<i>Students will be able to ...</i> • Explain why people work.

• Identify needs and wants. • Explain the choices people make about spending and saving. • Distinguish between goods and services. • Define trade. • Identify ways in which science and technology have affected communication, transportation, and recreation.	• List examples of needs and wants and discuss choices people make when earning, saving, and spending money. • Define goods and services. • Participate in the trade process. • Explain how communication, transportation, and recreation have been affected by science and technology.
Instructional Plan	
Suggested Activities	Resources
Students will sort needs/wants pictures.	Interactive whiteboard
Students will watch Mr. Roger's video of visiting crayon factory.	Computer
Classroom store-students can earn money and spend on needs/wants.	Literature
Students will write about what job they want when they grow up.	Print Materials
Literature	
<i>The Night Worker</i> by Kate Banks	

<i>Market Day</i> by Lois Alert <i>A Busy Day at Mr. Kang's Grocery Store</i> by Alice K. Flanagan <i>Madlenka</i> by Peter Sis <i>Joseph Had a Little Overcoat</i> by Simms Tabaco <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin <i>Trashy Town</i> by Andrea Zimmerman <i>Everybody Works</i> by Shelly Potner and Ken Kreisle <i>Studies Weekly</i>	
Websites	
http://scholastic.com	http://www.state.gov/r/pa/ei/bgn/4142.htm
http://www.songsforteaching.com/folk/mycountrytisofthee.php	http://usflag.org/
http://worldatlas.com/aatlas/infopage/comprose.htm	http://ipledgeallegiance.com/
http://www.m-w.com/maps/mwmapssn.html	http://bensguide.gpo.gov/k-2/symbols/index.html
http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html	http://congressforkids.net
http://brainpop.com	http://apples4theteacher.com
http://socialstudiesforkids.com	http://lessonplanet.com
Modifications	

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Additional Suggested Options for Differentiation

English Language Learners

- Use group projects
- Provide hands on activities
- Allow extended time

Gifted and Talented

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Propose interest-based extension activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Allow extra time
- Work in a small group

Special Education/504

- Follow all IEP modifications/504 plan
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

In unit 5, the following 21st Century Life and Careers skills are addressed:

21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
X	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management			CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		√	CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Unit 5: People/Places in US History	Duration: May - June
Unit Summary Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.	
NJ Student Learning Standards	
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. 6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Interdisciplinary Connections

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Technology

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.	- What is a Native American? - What are traditions? - What is an explorer?

• A tradition is a special way of doing something to what is passed down over time. • An explorer is a person who traveled to learn about a new place. • Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food. • George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. • The United States Constitution and the Bill of Rights are important documents that led to the development of our nation. • Pioneers leave their homes to inhabit a land they do not know. • An immigrant is a person who leaves a country to live in another.	• How did the Native Americans help the Pilgrims? • What key historical people and document led to the development of our nation? • What is a pioneer? • What is an immigrant?
Evidence of Student Learning	
Projects	Other Assessments
• Collect items for care package to be sent to troops • Create and label a book of US symbols • Vote on favorite vacation spot/have students share their opinion on best vacation spots.	Formative Assessments • Classroom Discussion • Anecdotal Notes • Exit Slips • Checklists • Open Ended Questions • Rubrics

	• Participation and teacher observation Summative Assessments • Presentations or Projects • Portfolios Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Teaching Strategies Gold • Teacher Observations • Questions Starters • Group work/ class discussion rubric
Vocabulary	
Martin Luther King, Jr., Abraham Lincoln, Pilgrims, Squanto, George Washington, Columbus, President, White House, Statue of Liberty, American Landmarks, American Flag	
Knowledge and Skills	
Content	Skills
<i>Students will....</i> • Identify Native Americans as the first people to live in North America.	<i>Students will be able to ...</i> • Recognize Native Americans as the first people to live in North America.

● Explain Native American traditions. ● Learn about early explorers to America. ● Recognize how the Pilgrims overcame hardship with the help of Native Americans. ● Explain how the original 13 colonies became the United States. ● Identify contributions of historical figures that have influenced the nation. ● Identify important historical documents to the development of the United States.	● Describe Native American traditions. ● Identify early explorers to America. ● List how the Native Americans helped the Pilgrims overcome hardship. ● Name historical figures and documents and describe how they contributed to our history.
Instructional Plan	
Suggested Activities	Resources
Students will write thank you letters to veterans for Memorial Day.	Interactive whiteboard
Invite an active duty or veteran into your classroom to present to the students.	Print Materials
Students will view American landmarks and U.S. symbols on the computer.	Computer
Students will make flags.	Literature
Students will write about a vacation they have taken or will take (in the US).	Writing utensils
Literature	

<i>Where Did Your Family Come From? A Book About Immigrants</i> by Melvin and Gilda Berger <i>Frank's Great Museum Adventure</i> by Rod Clement <i>Museums</i> by Jason Cooper <i>Covered Wagons, Bumpy Trails</i> by Verla Kay <i>Grandmother's Dreamcatcher</i> by Becky Ray McCain <i>Who Came Down That Road?</i> By George Ella Lyon <i>How Chipmunk Got His Stripes: A Tale of Bragging and Teasing</i> by Joseph Bruchac and James Bruchac <i>Red Flower Goes West</i> by Ann Turner	
Websites	
http://scholastic.com	http://www.census.gov/cgi-bin/gazetteer
http://www.terrafly.com	http://www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtml
http://brainpop.com	http://apples4theteacher.com
http://lessonplanet.com	http://socialstudiesforkids.com
Modifications Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignments.*

Suggested Options for Differentiation

English Language Learners

- Compare home country's symbols to ours
- Use visuals
- Introduce key vocabulary before lesson

Gifted and Talented

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Write a description in symbol books
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Allow extra time to complete assignments or tests
- Work in a small group

Special Education/504

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

In unit 6 , the following 21st Century Life and Careers skills are addressed:

21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management			CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7 . Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.

Unit 6: Holidays/Celebrating Culture & Heritage	Duration: Ongoing
Unit Summary Holidays will be discussed during the appropriate time of the school year.	
NJ Student Learning Standards	
6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	

6.3.4. A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Interdisciplinary Connections

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Technology

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Essential Questions

Students will understand that...

- Labor Day is when we show respect for our country's working people.
- Patriot's Day is when we show pride for our country and remembrance for September 11th.
- Constitution Day is when we celebrate the writing of the Constitution of the United States.
- Columbus Day is when we celebrate Christopher Columbus discovering the new world.
- Halloween is a fall holiday. We need to be safe while celebrating this holiday.
- Veterans' Day is when we celebrate the people who have fought in our country's armed services.
- Election Day is when we discuss the importance of voting in elections.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Hanukkah is a winter holiday celebrated for 8 nights.
- Christmas is a winter holiday in which people give and receive gifts.
- Kwanzaa is a winter holiday celebrating African heritage.
- New Year's is when we celebrate the promise of a new year.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Chinese New Year is a winter holiday celebrated in China.
- Valentine's Day is a holiday celebrating love and friendship.

- What is Labor Day?
- What is Patriot's Day?
- What is Constitution Day?
- What is Columbus Day?
- What is Halloween?
- What is Veterans' Day?
- What is Election Day?
- What is Thanksgiving?
- What is Hanukkah?
- What is Christmas?
- What is Kwanzaa?
- What is New Year's?
- What is Dr. Martin Luther King Jr. Day?
- What is Chinese New Year?
- What is Valentine's Day?
- What is Presidents' Day?
- What is St. Patrick's Day?
- What is Easter?
- What is Passover?
- What is Earth Day?
- What is Arbor Day?
- What is Cinco de Mayo?
- What is Mother's Day?
- What is Memorial Day?
- What is Father's Day?
- What is Independence Day?

● Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln. ● St. Patrick's Day is an Irish holiday celebrated in March. ● Easter is a spring holiday celebrated in March or April. ● Passover is a spring holiday celebrated in March or April. ● Earth Day is when we discuss ways to protect the earth. ● Arbor Day is when we discuss protecting trees. ● Cinco de Mayo is a spring holiday celebrating independence. ● Mother's Day is when we show appreciation for mothers. ● Father's Day is when we show appreciation for fathers. ● Memorial Day is when we show respect for the soldiers who died for our country. ● Independence Day is when we celebrate our country's birthday.	
Evidence of Student Learning	
Projects	Other Assessments
● Compare and contrast winter holidays ● Create All About Me book throughout the year ● Holiday parties/celebrations ● Holiday story night	Formative Assessments ● Open Ended Questions/ Classroom Discussion ● Anecdotal Notes ● Checklists ● Vocabulary / Picture match up Summative Assessments

	• Pre-test, post-test, and daily work • Presentations or Projects • Portfolios Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Teaching Strategies Gold • Project Rubric • Venn diagram
Vocabulary Martin Luther King, Jr., Abraham Lincoln, Pilgrims, Squanto, George Washington, Columbus Day , Election Day, Flag Day, Independence Day, Labor Day, Memorial Day, President's Day, Thanksgiving, Veterans' Day	
Knowledge and Skills	
Content	Skills
<i>Students will</i> • Explain how selected celebrations reflect an American love of individualism and freedom. • Discuss how holidays reflect our local and national heritage.	<i>Students will be able to ...</i> • Identify major holidays and relate how different people celebrate them.

	Explain why certain holidays are related to history.
Instructional Plan	
Suggested Activities	Resources
Students will create class constitution with guidelines on how to have a successful school year.	Interactive Whiteboard
Students will write and share a list of things they are thankful for.	Literature
Students will participate in a Halloween parade.	Computer
Students will write a resolution for the new year.	Print Materials
Literature	
<i>Labor Day</i> by Carmen Bredeson <i>Thanksgiving is for Giving Thanks</i> by Margaret Sutherland and Sonja Lamut <i>What is Thanksgiving?</i> by Michelle Medlock Adams <i>In November</i> by Cynthia Rylant <i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler <i>Martin Luther King, Jr.</i> by Pam Parker <i>Celebrating Presidents' Day</i> by Kimberly Jordano <i>Presidents' Day</i> by David F. Marx <i>Memorial Day</i> by Jacqueline S. Cotton	

<i>Memorial Day Surprise</i> by Theresa Golding <i>Independence Day</i> by Trudy Stain Trueit <i>The Fourth of July Story</i> by Ashley Dagliess	
Websites	
http://scholastic.com	http://lessonplanet.com
http://socialstudiesforkids.com	http://apples4theteacher.com
http://brainpop.com	http://congresskids.net
http://primarygames.com	
Suggested Options for Differentiation	
English Language Learners • Have students share their holiday traditions • Use visuals such as gestures, props, graphic organizers and charts. organizers and charts • IPre teach key vocabulary and concepts	
Gifted and Talented • Propose interest-based extension activities • Provide options, alternatives and choices to differentiate and broaden the curriculum • Organize and offer flexible small group learning activities • Organize integrated problem-solving simulations • Propose interest-based extension activities	
Basic Skills/Economically Disadvantaged/Students at Risk • Allow extra time to complete assignments or tests	

- Work in a small group
- Allow answers to be given orally or dictated
- Make use of video or music

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Have student repeat directs and/or concept before starting projects
- Cooperative learning