

Quinton Township School District
Social Studies
Kindergarten
[Pacing Guide](#)

Unit:	1	Unit Title:	Citizenship & Community	Pacing:	45 days
Unit Summary: In this unit, students will learn about the importance of rules and laws in keeping our community safe, fair, and orderly. They will understand that rules are created to help everyone follow guidelines that protect people and ensure fairness. Students will also explore how individuals have certain rights that are protected, such as the right to be treated kindly and the right to express themselves. Through stories, discussions, and role-playing activities, they will recognize how following rules and respecting rights helps build a better, safer community for all. ^ @					
Objectives: ● Establish how responsibility plays a role in today's society and make connections to their own lives. ● Compare and contrast how citizens treat each other. ● Identify characteristics of a good citizen, such as helping others, following rules, and being kind. ● Demonstrate ways to show respect for others, including taking turns, listening, and using kind words. ● Identify differences between themselves and classmates and explain why those differences are important and should be respected. ^ ● Listen to and engage with stories such as <i>Eyes that Kiss in the Corners</i> and <i>The Name Jar</i> to promote inclusivity. @ ^ ● Understand the role of leaders in the community (e.g., teacher, principal, mayor, president). ● Participate in classroom responsibilities to practice teamwork and cooperation. ● Identify community helpers (e.g., firefighters, police officers, doctors, teachers) and describe how they help us. ● Explain the importance of rules at home, in school, and in the community. ● Describe different types of communities (e.g., family, school, neighborhood). ● Recognize ways people work together to improve their community. ● Identify ways to take care of the environment (e.g., recycling, picking up litter, conserving water).					

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Essential Questions:

What is a rule and why do we need to follow them?

What does it mean to be a good citizen?

How are you a responsible member/citizen of your classroom?

How can we show kindness and respect to others?

How can we work together to solve problems?

What are community helpers and why are they important?

How can we take care of the community and the environment?

New Jersey Student Learning Standards/Targets:

6.1.2.CivicsPI.1, 6.1.2.CivicsPI.3, 6.1.2.CivicsPI.4, 6.1.2.CivicsPD.1, 6.1.2.CivicsPR.1, 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3, 6.1.2.CivicsPR.4, 6.1.2.CivicsCM.3, 6.1.2.CivicsPD.1

Interdisciplinary Connections: SL.PE.K.1, SL.PI.K.4

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.1.2.PB.1, 9.4.2.CI.1

Computer Science and Design Thinking: 8.1.2.NI.2, 8.1.2.IC.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Recognize rules and why it is important to follow them. - With guidance, collaboratively create a set of classroom rules and explain their importance through discussion and visual representations. - Sort actions into categories of "Following the Rules"	- Teacher created rule booklet - Read-alouds: (including but not limited to) <i>Officer Buckle and Gloria</i> <i>Miss Nelson is Missing</i> <i>The Crayon Box That</i>	Smart Board Applications Google Applications Ipads

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and "Not Following the Rules" to understand the importance of classroom and community rules. • Observe and identify school rules in action during a guided walk, then illustrate or describe their significance. • Create a class book/personal book of classroom rules. • Describe ways to be a good citizen after listening to <i>Have You Filled a Bucket Today?</i> and contribute to a classroom kindness bucket. • Play a Bingo game to recognize and reinforce positive citizenship behaviors in daily life.	<i>Talked</i> • <i>Have You Filled a Bucket Today?</i> • <i>The Rainbow Fish</i> • <i>The Giving Tree</i>	
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Assessments	
Formative Assessments • Class discussion • Self Assessment	Summative Assessments • Class set of rules • Personal book of rules
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone	• Basic Skills Instruction • Provide after-school tutoring services.	• Allow self-directed learning for growth through independent projects.

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• Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit:	2	Unit Title:	Celebrating Traditions: Exploring Holidays from America and Around the World	Pacing:	45 days
Unit Summary: In this unit, students will explore and appreciate a variety of traditions and holidays celebrated both in America and around the world. They will learn about the cultural significance of indigenous American holidays such as Thanksgiving and Native American Heritage Month, as well as holidays and customs brought from other countries and cultures, such as Lunar New Year, Diwali, and Cinco de Mayo. Through storytelling, songs, and crafts, students will gain an understanding of how different cultures celebrate and express their values, helping them recognize and celebrate the diversity that makes our world special. ^ () *					
Objectives: ● Identify national holidays such as Columbus Day, Election Day, Thanksgiving, Martin Luther King Jr. Day*, Presidents' Day, Earth Day, Flag Day, and Memorial Day, and explain why they are important. ● Recognize and describe customs and traditions celebrated in the United States. ● Compare and contrast the customs, food, and clothing of diverse cultures to understand cultural diversity. ● Recognize that some holidays and traditions come from other countries and cultures. ● Explain why traditions and holidays are important to families and communities. ● Demonstrate kindness and inclusivity by showing respect for people with different cultures and traditions through words, actions, and classroom activities. ^ ● This unit will also address February's Black History Month. * ● Participate in discussions and activities that reflect various cultural celebrations.					
Essential Questions: What are national holidays and why do we celebrate them?					

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Why should we respect all American customs and traditions?
 How do holidays help us remember important people and events?
 How do different holidays help us learn about our country's history?
 What are some traditions that families and communities celebrate in America?
 How do traditions bring people together?
 How do people from different cultures celebrate special occasions?
 What kinds of foods do different cultures eat, and why?
 How do people from different parts of the world dress, and how is it different from what we wear?
 Why is it important to learn about different customs and traditions?

New Jersey Student Learning Standards/Targets:

6.1.2.CivicsDP.1, 6.1.2.CivicsDP.3, 6.1.2.HistoryCC.2, 6.1.2.HistoryCC.3, 6.1.2.HistoryUP.2, 6.1.2.HistoryUP.3, 6.1.2.CivicsPD.2

Interdisciplinary Connections: W.WR.K.2, W.SE.K.6, 2.1.2.SSH.9

Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA.1, 9.4.2.CI.2

Computer Science and Design Thinking: 9.4.2.TL.6

Overview of Activities	Core Instructional Materials	Technology Infusion
- Read stories that highlight different cultural holidays, such as <i>The Story of Kwanzaa</i>, <i>The Legend of the Poinsettia</i>, or <i>The Polar Express</i>. Afterward, discuss the traditions mentioned in the stories and how they are celebrated in different cultures. ^ () * - Read stories and do related crafts for various holidays. - Provide students with pictures or objects	- Read-alouds (including but not limited to): <i>In 1492</i> <i>What is Election Day?</i> <i>The First Thanksgiving Day</i> <i>Martin's Big Words</i> <i>Abe Lincoln's hat</i> <i>George Washington's Mother</i>	Smart Board Applications Google Applications ipads

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representing different holidays (e.g., Thanksgiving turkey, Christmas tree, Lunar New Year lantern). Sort these items into two categories: holidays native to America and holidays brought from other cultures. Discuss the origins and significance of each holiday. • Discuss or create a picture displaying students' individual traditions and holidays celebrated at home. • Compare and contrast the traditions they participate in to those of their classmates. • Create a large chart comparing how two or more cultures celebrate the same holiday (e.g., how Christmas is celebrated in the U.S. vs. how it's celebrated in Mexico). Have students draw or cut out pictures representing each culture's traditions (food, clothing, activities). • Hold a mock election. • Experience the tradition of Thanksgiving by participating in an interclass feast that emphasizes sharing, gratitude, and community. They will learn about the holiday's origins and engage in a hands-on activity that promotes appreciation for different cultures and traditions. ^ ()	○ <i>Round Like a Ball</i> ○ <i>Celebrating Patriotic Holidays</i> ● various craft supplies	
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Assessments	
Formative Assessments • Completion of class projects • Class discussion	Summative Assessments • Post-interactive experience discussion (mock election, Thanksgiving, etc.)

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• Student participation	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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Units:	3 & 4	Unit Title:	Unit 3: Needs and Wants Unit 4: Farm and Factory	Pacing:	45 days
Unit Summary: In this unit, students will explore the important concepts of wants and needs, helping them understand the difference between things we must have to live, like food and shelter, and things we would like to have, like toys and candy. They will also discover how products are made and where they come from, learning about the journey from farms and factories to their homes. Through hands-on activities and discussions, students will develop a basic understanding of how people fulfill their needs and wants in everyday life.					
Objectives: ● Identify and categorize basic needs and wants (e.g., food, water, shelter, toys, clothes). ● Explain the difference between needs and wants, using examples from their daily life. ● Sort and classify objects or items into "needs" and "wants" groups through hands-on activities. ● Recognize the importance of meeting basic needs (food, water, shelter) for survival and well-being. ● Understand the role of wants in daily life and how they differ from essential needs. ● Explain how needs and wants are influenced by factors like family, culture, and personal preferences. ● Participate in group discussions about making choices between needs and wants (e.g., “What do we need for the day?” vs. “What would we like to have?”). ● Demonstrate understanding of how people may have different needs and wants based on where they live or their lifestyle. ● Create a simple visual representation (drawing or collage) to show what they need vs. what they want. ● Name things that come from a farm. ● Compare and contrast farm and factory goods. ● Identify machines used on farms and factories. ● Identify and describe the basic functions of a farm and factory. ● Recognize the different types of products that come from farms (e.g., vegetables, fruits, milk, eggs) and factories (e.g., toys,					

clothes, machines).

- Explain the importance of farms and factories in providing goods and services for people's daily lives.
- Distinguish between living things (animals and plants) on a farm and non-living things (machines, tools) in a factory.
- Identify key people who work on farms (e.g., farmers, ranchers) and in factories (e.g., factory workers, engineers).
- Compare and contrast the roles of farms and factories in producing goods.

Essential Questions:

What are our basic needs, and why are they important?

How do needs and wants help us make decisions every day?

How can we tell the difference between something we **need** and something we **want**?

Why do people have different needs and wants?

How do our needs and wants change depending on where we live or what we do?

What happens when we don't get our needs met?

How do we make choices between what we need and what we want?

What types of things does your family buy?

What makes a place good to have a farm or factory?

What do farms and factories make, and why are they important to us?

How does food get from the farm to our table?

What is the difference between living things on a farm and things we use in a factory?

How do farms and factories work together to provide things we use every day?

What kind of jobs do people do on a farm and in a factory?

How do animals and plants help farms produce food and products?

How does a factory change raw materials into things we use, like toys or clothes?

New Jersey Student Learning Standards/Targets:

6.1.2.CivicsPI.2, 6.1.2.CivicsPD.2, 6.1.2.Geo.HE.1, 6.1.2.Geo.HE.3, 6.1.2.Geo.HE.4, 6.1.2.Geo.GI.1, 6.1.2.EconET.1, 6.1.2.EconET.2, 6.1.2.EconET.5, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconGE.1, 6.1.2.EconGe.2

Interdisciplinary Connections: W.SE.K.6, SL.PE.K.1, K.DL.A.1, K.G.A.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.FP.1, 9.1.2.FP.2, 9.4.2.CI.1, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science and Design Thinking: 9.4.2.IML.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Core Instructional Materials	Technology Infusion
● Identify animals and products that come from a farm. ● Create a flowchart to show the process of milk going from farm to factory. ● Sort picture cards into needs vs wants categories ● Use magazine pictures to make a “T” chart of needs and wants. ● Categorize wants and needs utilizing an interactive drag-and-drop whiteboard activity ● Draw or otherwise create pictures of modes of transportation that move needs and wants to farms, factories, and stores.	Core Materials ● Read-alouds: ○ <i>Do I Need It or Do I Want It?</i> ○ <i>Jobs on a Farm</i> ○ <i>Big Red Barn</i> ○ <i>How Did That Get in My Lunchbox?</i> Supplemental Resources ● Anchor chart paper ● Magazines ● Interactive Whiteboard Activities ● Picture Cards of everyday items ● SchoolTube video “<u>Needs vs. Wants- A Fun Lesson for Kids</u>”	Smart Board Applications Google Applications ipads

Assessments	
Formative Assessments ● Completed class projects, such as sorts, flowcharts, and the drag-and-drop activities	Summative Assessments ● Small group role play to determine needs or wants when given scenario by the teacher

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- Interactive class discussions with teacher assessing how well students can verbalize their understanding of needs vs. wants through their responses and reasoning - Exit Tickets	- Pictures drawn by students to show examples of both needs and wants - Farm vs. Factory Sort - Oral assessment of identifying products from a farm from images or recollection
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Unit:	5	Unit Title:	Where We Live	Pacing:	45 days
Unit Summary: In this unit, students will embark on an exciting journey of exploration using maps and globes to understand the world around them. They will learn how to identify their town and see where it fits in the larger world by exploring continents, countries, and oceans. Through interactive activities, students will also discover the importance of taking care of the environment. They will learn about natural resources like water, air, and trees, and explore simple, everyday actions they can take to help protect the planet, such as recycling, saving water, and keeping their surroundings clean. This unit will encourage young learners to think globally while understanding their role in preserving the Earth for the future. #					
Objectives: ● Analyze the difference between a map and a globe. ● Identify the difference between land and water on a map or globe. ● Identify basic map symbols and their meanings. ● Understand the purpose of maps and globes. ● Understand and use the concepts of directions (north, south, east, west). ● Explore the concept of location (near/far, on top of, next to). ● Recognize the concept of a globe as a model of Earth. ● Identify and describe natural resources (water, air, trees, etc.). ● Identify ways to preserve and protect natural resources. ● List activities that can be harmful to natural resources. ● Understand the importance of keeping the environment clean and ways they can help. # ● Name simple actions they can take to protect the planet, such as reducing waste, planting trees, and conserving water. ● Recognize different types of pollution (such as litter and air pollution) and explain how they can harm plants, animals, and people. ● Understand simple ways to save water and energy, such as turning off lights when not in use and saving water while					

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- brushing teeth.
- Practice actions that help preserve the Earth, like picking up litter, recycling paper, and conserving resources at school and at home.

Essential Questions:

What is a map and why do we use it?
 How are maps and globes alike and different?
 What are the different parts of a map or globe, and how can we use them to find places?
 What do the symbols on a map or globe represent?
 How do we describe where things are on a map or globe?
 How can a map or globe help us understand where we live in the world?
 Why is the environment important to us?
 What are natural resources, and why do we need to take care of them?
 How can we help keep the Earth clean and healthy?

New Jersey Student Learning Standards/Targets:

6.1.2.Geo.SV.1, 6.1.2.Geo.SV.2, 6.1.2.Geo.SV.3, 6.1.2.Geo.HE.2

Interdisciplinary Connections: W.SE.K.6, K.G.A.1, K-ESS3-3

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CT.3

Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.2.IML.1

Overview of Activities	Core Instructional Materials	Technology Infusion
- Design and create a map of the school, identifying key locations and landmarks. - Follow a treasure map to navigate and discover a hidden	- Globe - World and local map - Recyclable materials - Read-alouds (including but not limited	Smart Board Applications Google Applications ipads

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reward. • Explore and use a globe to identify and locate different places around the world. • Color a map using appropriate colors for land and water. • Play a sorting game to differentiate between recyclable materials. • Research and tell about endangered animals and places.	to): ○ <i>Follow that Map!</i> ○ <i>National Geographic Beginner's World Atlas</i> ○ <i>Why Should I Recycle?</i> ○ <i>What if Everybody Did That?</i> ○ <i>Almost Gone</i> ○ <i>DK Eyewitness Books: Endangered Animals</i>	
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Assessments	
Formative Assessments • Identifying features of a map and globe • Completed recyclables sort • Completed maps • Class discussions	Summative Assessments • Endangered animal project
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences.	• Allow self-directed learning for growth though independent projects. • Challenge students with age-appropriate texts at higher

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directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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