

Unit 1: My School Community

Grade Level: Kindergarten

Length of Unit: 2 months

Unit Rationale:

Arriving at school for the first time students will learn about the culture and rules of school including how we design these rules. Modeling good behavior and what it means to be a good citizen is essential for helping students acclimate to become part of the school community and then understand the community at large.

Stage 1 - Desired Results

Understandings:

Students will understand that...

being part of a classroom involves following certain rules

people in authority have roles and responsibilities

good character is important in building a community

students are part of a classroom community, a kindergarten community, and a Bedwell community, among others

everyone plays in a role in making their community

we can work together to accomplish certain tasks

people in a community may not always have the same point of view

Essential Questions:

How can I show respect to everyone in our community?

Why are rules created for our communities?

Who are the people in authority at my school and what are their responsibilities?

What does it mean to have good character?

What are my roles in the different communities in which I belong?

What are some things that our class can accomplish together?

What is respect and how do we show that to people who do not agree with us?

Content:

Students will know...

sharing and taking turns

good character traits: respect, responsibility, caring, fairness, citizenship, and trustworthiness

friendship

conflicts and conflict resolution

being a member of a classroom community, a kindergarten community and a Bedwell community

Skills:

Students will be able to...

participate in creating classroom rules

follow agreed upon rules when participating in group activities, such as raising a hand to speak and listening to others

identify good character traits and examples of each

make new friends

solve social problems within the class and school

community

set goals for the class to accomplish together

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. •
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

- D2.Civ.2.K-2 - Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.3.K-2 - Explain the need for and purposes of rules in various settings inside and outside of school.
- D2.Civ.8.K-2 - Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K-2 - Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.11.K-2 - Explain how people can work together to make decisions in the classroom.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.

AC.K-2.20 I will join with classmates to make our classroom fair for everyone.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

CLKS Practices:

1. Act as a responsible and contributing community member and employee
2. Utilize critical thinking to make sense of problems and persevere in solving them

Connected Careers:

Psychologist, Educator, Human Resources, Judge, Lawyer, Sociologist

Explanation of how CLKs connect to the unit:

As members of their class and school community, students will use critical thinking skills in order to make responsible choices.

Explanation of how 9.2 standards connect to the unit: By learning how to create a fair contract between teacher and fellow students, students can begin to understand the types of norms that make a workplace functional and, therefore, why employment is mutually beneficial.

Explanation of how connected careers connect to the unit: In this unit, students explore what makes people feel as though they are being treated fairly (Psychologist, Sociologist), what conditions provide for a fruitful learning and working environment (Educator, Human Resources), and courses of action for when rules are not being followed (Judge, Lawyer).

Interdisciplinary Standards

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

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Explanation of how interdisciplinary standards connect to the unit:

Through classroom discussions and turn and talk opportunities, students will use appropriate related vocabulary to share ideas and information on being collaborative member of their class and school community.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Explanation of how 9.4 standards connect to the unit:

During class discussions and activities, students will find multiple solutions to problems and respect new ideas shared by others.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

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

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Explanation of how ELA Companion standards connect to the unit: In this unit, students must work collaboratively with peers and teachers from a wide range of background to establish rules for the community. Throughout this conversation, they must express thoughts, feelings, and ideas clearly.

Stage 2- Assessment Evidence:

Assessment:

Formative	Class discussions about classroom rules and working with others Use related vocabulary correctly during class discussions
Summative	Design a list of classroom rules together as a group Students pick a classroom rule from the list they created and individually draw a depiction of when they followed that rule
Alternative	Draw pictures of what following rules looks like
Benchmark	Vocabulary check of character education and community related civic words

Stage 3 - Learning Plan

Learning Activities:

- Have the class help create a list of classroom rules. The teacher will take ideas from student suggestions and the students should give a reason why that rule is important using references from a story or experience. Students can draw an image of how following a specific rule can look.
- Student groups role play situations to show good character traits.
- The teacher reads The Sandwich Swap and stops at specific points so students can discuss ways to solve the problems the characters face.
- To learn about their Kindergarten community, different classrooms can pair up. Students will be encouraged to find a new friend and generate a list of things about each other that are the same and different.
- Read aloud The Sneetches and discuss the concept “same, same, different”.

Differentiation:

ELL:

Work in small groups to scaffold language

Draw pictures instead of words during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

Pre-teach new vocabulary using visuals and cognates, when possible

Provide sentence frames in order to answer questions

G&T:

Work with a partner to create a “How to Be a Good Friend” manual for their classmates

Provide supplemental reading materials/EPIC book suggestions with related comprehension follow-up questions or book talk opportunities

<p>Students will participate in the “lemon activity” (groups choose a lemon and examine it carefully; put all the lemons in a basket and see if each group can locate their lemon)</p> <ul style="list-style-type: none"> • Students will use the skill of making a new friend when they meet their 4th grade buddy. They will ask their buddy questions to find out more about them. They can also discuss ways to follow Bedwell rules. • Read aloud <u>Rainbow Fish</u>. Students will paint a fish using rainbow colors, add a sparkle scale, and tell one way they will be a good friend. 	<p>Special Ed: Simplify projects for ease of independent completion</p> <p>Written work may be dictated by student or copied from teacher-model</p> <p>Draw pictures during Stop and Jot activities</p> <p>Provide peer mentor and partnering opportunities for modeling</p> <hr/> <p>504: Provide opportunities for partner work</p> <p>Reduce amount of work required</p> <hr/> <p>Students at Risk: Only complete essential activities</p> <p>Opportunities for partner work</p> <p>Provide sentence frames in order to answer questions</p> <hr/> <p>Strategies and practices for differentiation in social studies can be found in the linked document.</p>
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Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Every Book Is a Social Studies Book by Andrea S. Libresco, Jeannette Balantic, and Jonie C. Kipling
Participation and discussion strategies: Stop and Jot, Turn and Talk

Student Materials:

(suggested titles)

The Sandwich Shop by Kelly DiPucchio, to introduce respect (AD570L)

The Sneetches by Dr. Seuss (NP)

Rainbow Fish by Marcus Pfister to introduce caring (AD610L)

The Worst Best Friend by Alexis O'Neill to introduce responsibility (AD470L)

The Recess Queen by Alexis O'Neill to introduce fairness (AD550L)

Paul and Sebastian by Rene Escudie to introduce trustworthiness

Being Friends by Karen Beaumont and Joy Allen to introduce citizenship

art materials
related activity sheets

DOE Mandates:

Amistad Commission -

Holocaust Mandate - Students will learn about the important of being nice to everyone in their community and to treat everyone with respect. Class will read several books and model activities about the importance of equality and respect.

Diversity, Equity, and Inclusion Mandate - Students will work toward defining equity and inclusion while considering diverse needs when learning and establishing community rules

Gender - By formulating fair and reasonable rules, students will learn that it is wrong to discriminate against people based on their gender

Sexual Orientation - By formulating fair and reasonable rules, students will learn that it is wrong to discriminate against people based on their sexual orientation

Race - By formulating fair and reasonable rules, students will learn that it is wrong to discriminate against people based on their race

Ethnicity - By formulating fair and reasonable rules, students will learn that it is wrong to discriminate against people based on their ethnicity

Religious Tolerance - By formulating fair and reasonable rules, students will learn that it is wrong to discriminate against people based on their religion

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate - By formulating fair and reasonable rules, students will learn that it is wrong to discriminate against people based on their sexual orientation, gender identity, or ability.

Asian American & Pacific Islander Mandate -

Notes:

- Kindergarten: Teacher can take pictures of students who are following specific rules and add them to the classroom chart.

- First grade will continue this unit with a focus on the Town Community and use basic map skills. They will also incorporate community jobs and their responsibilities.
- Second grade will continue with urban, rural, and suburban communities; goods and services from each area; product movement; and map skills including looking at specialty maps and creating a map.
- Third grade will continue with a focus on continents and oceans; locating places on a map; using a compass rose; how geography and climate affect cultures and goods.
- Fourth grade will focus on New Jersey, its symbols, and relationship to the thirteen colonies; regions of New Jersey; resources from the different areas of NJ; and state government.

Unit 2: Myself and My Family

Grade Level: Kindergarten

Length of Unit: 2 months

Unit Rationale:

Before students can begin to study others from different places and cultures they must understand more about themselves. Citizenship and civics are fundamentally based in acceptance of others and an understanding of each other.

Stage 1 - Desired Results

Understandings:

Students will understand that...

each of us is unique

we all have strengths and weaknesses

we all have feelings that change in different situations

we are all part of a family

families are alike but different

families have different needs and wants

Essential Questions:

What are the things about me that are unique?

How is my family like others, but also different from others?

What is the role of each person in my family? How and why are those roles important?

How do families work together to accomplish tasks or make decisions?

Why and how do people in a family save money?

Where do families get the things they need or want?

What are some of my feelings and how do I show them?

Content:

Students will know...

me

feelings

Skills:

Students will be able to...

identify something they are good at and something they would like to get better at

families	<p>tell how they are alike and different from their peers</p> <p>discuss feelings they have and the cause/effect of each</p> <p>compare/contrast their family with other families</p>
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NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLSSS_by_Standard.pdf

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Civ.1.K-2 - Describe roles and responsibilities of people in authority.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clkcs/Docs/2020NJSLSS-CLKS.pdf>

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Utilize critical thinking to make sense of problems and persevere in solving them

Connected Careers:

Anthropologist, Psychologist, Educator, Human Resources, Judge, Lawyer, Sociologist

Explanation of how CLKs connect to the unit: Students will engage in critical thinking opportunities as they compare and contrast self and family in order to find commonality as well as uniqueness among members of the same school community.

Explanation of how 9.2 standards connect to the unit: By learning to appreciate the variety in peoples' identities, students will also grow to understand the ways in which peoples' strengths and interests vary, leading them to success in certain jobs.

Explanation of how connected careers connect to the unit: By studying family dynamics, students will learn about behaviors within families (Anthropologist, Psychologist, Sociologist), as well as growing to understand what it means to support members of families that are striving for healthy dynamics (Educator, Human Resources, Judge, Lawyer).

Interdisciplinary Standards

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

Explanation of how interdisciplinary standards connect to the unit:

Students that develop a positive self-concept through understanding their emotions, thoughts and behaviors will be better equipped to develop respectful and accepting relationships with others.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Explanation of how 9.4 standards connect to the unit:

Students will use critical thinking skills to compare and contrast the unique qualities of themselves and their families with that of their classmates.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

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

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Explanation of how ELA Companion standards connect to the unit: As students explore the concept of family, they will be tasked with describing familiar people, places, things, and events. Additionally, they will be required to ask and answer questions as they help their classmates understand the variety of family dynamics that people in the room may experience.

Stage 2- Assessment Evidence:

Assessment:	
Formative	<p>Class discussions about roles and feelings in their family</p> <p>Use related vocabulary correctly during class discussions</p>
Summative	<p>Students will draw themselves in 2 or more different situations (Including one with their family) and add speech bubbles showing their feelings in each situation.</p> <p>Students will make pictures for the student of the week showing what they like or know about them.</p>
Alternative	Describe in a 1-1 setting with teacher the members of a family.
Benchmark	Identify the members of their family in a drawing

Stage 3 - Learning Plan

Learning Activities:	Differentiation:
<ul style="list-style-type: none"> ● The class can brainstorm words that show how they are unique and the teacher can make a class list. Students can draw themselves and label their picture using words from the class list. ● Focus on a “Student of the Week” and have them present a collage to the class highlighting their individual strengths and interests. The class can make a picture book for the student to show friendship. ● Read aloud <u>Marvelous Me</u> and have students discuss or act out things they are good at that make them marvelous. ● Read aloud <u>My Many Colored Days</u>, stopping after each emotion so students can tell their partner something that makes them feel that way. ● Students can draw a picture of all the members of their family showing something they all do together. 	<p>ELL:</p> <p>Use both English and native language trait descriptors on students’ portraits</p> <p>Work in small groups to scaffold language</p> <p>Draw pictures instead of words during Stop and Jot activities</p> <p>Provide peer mentor and partnering opportunities for modeling</p> <p>Pre-teach new vocabulary using visuals and cognates, when possible</p> <p>Provide sentence frames in order to answer questions</p> <hr/> <p>G&T:</p> <p>Write a short bio describing themselves</p> <p>Provide supplemental reading materials/EPIC book suggestions with related comprehension follow-up questions or book talk opportunities</p> <hr/> <p>Special Ed:</p> <p>Simplify projects for ease of independent</p>

completion

Written work may be dictated by student or copied from teacher-model

Draw pictures during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

504:

Provide opportunities for partner work

Reduce amount of work required

Students at Risk:

Only complete essential activities

Opportunities for partner work

Provide sentence frames in order to answer questions

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Every Book Is a Social Studies Book by Andrea S. Libresco, Jeannette Balantic, and Jonie C. Kipling

Participation and discussion strategies: Stop and Jot, Turn and Talk

Student Materials:

(Suggested Titles)

Giraffes Can't Dance by Giles Andreae (AD570L)

I'm Gonna Like Me by Jamie Lee Curtis

The Best Me I Can Be series by David Parker

Same, Same and Different by Jenny Sue Kostecki-Shaw (AD460L)

My Many Colored Days by Dr. Seuss (AD190L)

We Are All Alike, We Are All Different by Cheltenham Elementary Kindergartners) (200L)

My Two Grannies by Floella Benjamin, Margaret Chamberlain

The Name Jar by Yangsook Choi (AD590L)

The Colors of Us by Karen Katz (570L)
Whoever You Are by Mem Fox (AD490L)
The Giving Tree by Shel Silverstein (530L)
Chicken Sunday by Patricia Polacco (650L)
A Chair For My Mother by Vera B. Williams (530L)

art materials
 related activity sheets

DOE Mandates:

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - Students will gain an appreciation for the fact that economic disparities can dictate and alter the ways that family operate

Economic Disparity Impact on Society - In understanding economic disparities, students will learn that entire societies must work together to ensure that all people are able to establish healthy families and lives

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate -

Notes:

- Individual teachers may want to develop additional activities for other days for the “Student Of The Week”.
- First Grade will continue this unit with being an involved citizen; individual rights; rules for being a good citizen; and feelings/emotions.
- In Second Grade the unit is entitled *Human Rights* which will include needs and wants of individuals in our community and other communities; human rights and organizations that

protect people's human rights.

- Third Grade will do a *Global Product* unit, researching a product and it's evolution, and investigate how people's rights may be affected in the process of that production.
- The Fourth Grade unit is entitled *Government* and focuses on how people have a voice and can feel empowered; the meaning and necessity of the Constitution; the framework of the constitution and amendments; separation of government powers; and noticing the parallels between NJ and US governments.

Unit 3: Holidays and Our Culture

Grade Level: Kindergarten

Length of Unit: On-going

Unit Rationale:

Holidays provide an opportunity to introduce students to the concepts of history and how history impacts our world today. Students will see how holidays have changed to help provide a comparison of how society use to live.

Stage 1 - Desired Results

Understandings:

Students will understand that...

American holidays have traditions and backgrounds

Some parts of holidays are practiced differently now than they were in the past.

Some holidays revolve around religion and that causes people to celebrate them differently

Reenactments are re-creations of earlier events.

A timeline is used to show events in chronological order

Essential Questions:

How did a specific holiday originate and what is the purpose of that holiday?

Have the celebrations of a particular holiday changed over time? How did it change? Why would it change? Which way is better?

How do we know what celebrations or customs were like many years ago? What are some ways we can find out?

Do your friends celebrate the same holiday in the same way or differently?

Why do people do reenactments?

How does our country choose which people to honor?

Content:

Students will know...

Veterans Day

Columbus Day

Election Day

Skills:

Students will be able to...

explain what a veteran is and why we honor them

understand how events in history changed our country

Thanksgiving	understand the purpose/rules regarding elections show respect for people with different opinions
December Holidays	compare and contrast the first Thanksgiving to the Thanksgiving celebration of today
Martin Luther King Day	
Presidents Day	compare traditions/customs of different December holidays
Earth Day	identify important figures in American history, some of their contributions, and how we honor them today
Memorial Day	
Flag Day	understand the need for taking care of the earth and ways to help tell reasons why we remember people who have died for our country describe ways we show respect to our country

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

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

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.His.1.K-2 - Create a chronological sequence of multiple events.

D2.His.2.K-2 - Compare life in the past to life today.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different

ways.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Consider the environmental, social and economic impacts of decisions

Connected Careers:

Educator, Historian, Human Resources, Librarian, Sociologist

Explanation of how CLKs connect to the unit: As a responsible member of our national and global community, students will explore the historical implications of important holidays and how they impact our present world.

Explanation of how 9.2 standards connect to the unit: By learning about the customs of others, students will work toward social entrepreneurship, which entails alleviating systemic social or cultural problem; understanding holidays and their varied significance promotes empathy and instills students with social and cultural sensitivity.

Explanation of how connected careers connect to the unit: In this unit, students will learn about the historical origins of holidays (Educator, Historian) and ways to promote understanding of others' holidays (Human Resources, Librarian, Sociologist).

Interdisciplinary Standards

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

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

Explanation of how interdisciplinary standards connect to the unit:

Students will develop a better understanding of the origins and purpose of important American and religious holidays through asking and answering questions about key details in related non-fiction and fiction read-alouds.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Explanation of how 9.4 standards connect to the unit:

Students will appreciate and respect cultural, religious and individual differences by learning about the holidays that people celebrate.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

L.WF.K.1 Demonstrate command of the conventions of writing.

A. Write upper and lowercase letters, with reference to a model.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Explanation of how ELA Companion standards connect to the unit: As students explore holidays, they will test their ability to use upper case letters when using proper nouns. Additionally, they will use drawing, dictating, and writing to explain their experiences in relation to the holidays discussed.

Stage 2- Assessment Evidence:**Assessment:**

Formative	Class discussions about what families do during specific holiday Use related vocabulary correctly during class discussions
Summative	Create class timeline marking the major holidays studied
Alternative	Create a drawing showing various traditions for a specific holiday
Benchmark	Review all the holidays during the year, the purpose of each holiday and ways people celebrate.

Stage 3 - Learning Plan**Learning Activities:**

- Veteran's Day - discuss what a veteran is and why we honor them. Read Veteran's Day and encourage students to share information about people in their family that may have served in a war or in a division of the armed forces
- Columbus Day - read books about the life and voyage of Christopher Columbus and add his name to the timeline. Have students make a headband showing his 3 ships.

Differentiation:**ELL:**

Work in small groups to scaffold language

Draw pictures instead of words during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

- Election Day - read Election Day and have students vote for their favorite activities at home and at school. Make a class graph showing votes. Discuss what a government is and why it is necessary. Discuss the need for elections.
- Thanksgiving - Read the book The Mayflower to discuss who the pilgrims were, why they came to this country, and what their trip was like. Add the first Thanksgiving to the timeline. Students will be given an image of the Pilgrim Thanksgiving and a modern Thanksgiving to circle differences. Students will use a T-chart to draw/write three major differences between their own Thanksgiving celebration and the celebration of the pilgrims (fire vs oven, etc)
- December holidays - read about various holidays and customs and make a craft to depict a special aspect of that holiday. Make a semantic map of some specific traditions of a particular holiday.
- MLK Day - teacher should choose a trait (hair color, eye color, gender, etc.) and use it to model some form of discrimination within the classroom. Discuss the feelings of each group. Read aloud Dr. Martin Luther King, Jr. and discuss discrimination at that time. Discuss his importance Add his name to the timeline.
- Presidents Day - Add Washington and Lincoln to timeline and discuss why we honor them. Students can use Lincoln Logs to build a structure typical of his Lincoln's time. Students will then pick a virtue of that leader or an event from their life and depict it on the back of a coin or bill.
- Earth Day - read The Lorax and discuss the purpose of Earth Day. Watch a video showing a recycling plant. Graph snack containers for one week, hopefully showing increase in reusable containers and decrease in garbage. Students can work together in cooperative groups to make a plan that would help make the

Pre-teach new vocabulary using visuals and cognates, when possible

Provide sentence frames in order to answer questions

G&T:

Provide supplemental reading materials/EPIC book suggestions with related comprehension follow-up questions or book talk opportunities

Special Ed:

Simplify projects for ease of independent completion

Written work may be dictated by student or copied from teacher-model

Draw pictures during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

504:

Provide opportunities for partner work

Reduce amount of work required

Students at Risk:

Only complete essential activities

Opportunities for partner work

Provide sentence frames in order to answer questions

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Earth better.

- Memorial Day - read aloud Memorial Day and discuss different ways we honor or remember people who fought for our country

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Every Book Is a Social Studies Book by Andrea S. Libresco, Jeannette Balantic, and Jonie C. Kipling

Participation and discussion strategies: Stop and Jot, Turn and Talk

Student Materials:

(Suggested titles)

Dr. Martin Luther King, Jr. Day by Mir Ansary (550L)

The Orange Shoes by Trinka Hanks Noble (NC820L)

The Mayflower by Mark Greenwood (AD860L)

The Lorax by Dr. Seuss (560L)

Veteran's Day Holiday Histories Series (350L)

Election Day Holiday Histories Series (490L)

Memorial Day Holiday Histories Series (320L)

I Pledge Allegiance by Pat Mora and Libby Martinez (AD580L)

art materials

related activity sheets

DOE Mandates:

Amistad Commission - This unit addresses the NJDoE Amistad Commission requirement for "the infusion of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history." Students will be introduced to Martin Luther King Day as a holiday and discuss the history of Martin Luther King Jr. including the discrimination faced by black people and how people worked to fight these injustices

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity - By exploring the holidays of our country, students will gain an appreciation for customs that are often connected to ethnicity

Religious Tolerance - Students will learn that different religions have different holidays

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate -

Notes:

- The First Grade unit entitled *Life in The Past*, includes past events in history; making a growing pictorial timeline using dates; and comparing products made/used differently in the past.
- The Second Grade unit is entitled *Settling In America* and will investigate a variety of aspects of the Pilgrims; compare life then and now; chart the course of/life on the Mayflower; and investigate the point of view of Pilgrims and Native Americans.
- The Third Grade unit, *Native American History*, will investigate various Native American tribes and their individual roles, customs, and responsibilities.
- The Fourth Grade unit, *The American Revolution*, will delve into the events of the war relative to New Jersey; study the Declaration of Independence, comparing historical events from different perspectives.

Unit 4: A View of Other Cultures

Grade Level: Kindergarten

Length of Unit: On-going

Unit Rationale:

Learning about other places and cultures around the world helps students grow a broader global context. Through examination of the culture in other areas students will develop an understanding of where they are and what other places are like.

Stage 1 - Desired Results

Understandings:

Students will understand that...

there are similarities and differences between our

Essential Questions:

How are other countries different from America?

What customs or practices did we adopt from

<p>culture and other cultures around the world</p> <p>countries have certain customs and practices.</p> <p>our country makes things that we sell to other countries</p> <p>other countries make things that we use</p>	<p>different countries? Why do you think we do those things now?</p> <p>Why would we sell things to other countries?</p> <p>What is something we use that came from another country? Why do we get that from another country?</p>
<p>Content:</p> <p><i>Students will know...</i></p> <p>Germany</p> <p>China</p> <p>Ireland</p> <p>Brazil</p> <p>Mexico</p>	<p>Skills:</p> <p><i>Students will be able to...</i></p> <p>locate each of the countries on a world map and describe the environmental characteristics of that region</p> <p>describe how activities of a particular country can be affected by the environmental characteristics</p> <p>understand that weather and climate in a particular region affect people's lives</p> <p>identify customs specific to each country</p> <p>identify the flag of each country</p> <p>create a cultural artifact for each country</p> <p>identify things we use that originated in each country</p>
<p>NJ Student Learning Standards</p> <p>https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. <ul style="list-style-type: none"> • 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions 	

- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Geo.9.K-2 - Describe the connections between the physical environment of a place and the economic activities found there.

D2.Geo.6.K-2 - Identify some cultural and environmental characteristics of specific places.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.

DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Work productively in teams while using cultural/global competence

Connected Careers:

Anthropologist, Educator, Historian, Librarian, Sociologist

Explanation of how CLKs connect to the unit: Students will collaborate and work productively to learn about the cultures of various countries around the world in order to develop a broader global context.

Explanation of how 9.2 standards connect to the unit: Students will continue to expand their understanding of social entrepreneurship by exploring even more customs of people that may be unlike theirs, so they can advocate for acceptance of all.

Explanation of how connected careers connect to the unit: Students will explore how other countries celebrate holidays, thus understanding that societal norms are socially constructed (Anthropologist, Sociologist) and being able to explain that concept to others (Educator, Historian, Librarian).

Interdisciplinary Standards

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

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Explanation of how interdisciplinary standards connect to the unit:

Students will use learned vocabulary to discuss and describe various aspects of a country's geography and culture, using illustrations to provide additional detail.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Explanation of how 9.4 standards connect to the unit:

Students will understand and respect the cultural diversity both in our world and in their own community.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Explanation of how ELA Companion standards connect to the unit: As students explore holidays around the world, they will generate questions through shared research and answer questions based on media that they encounter.

Stage 2- Assessment Evidence:**Assessment:**

Formative	<p>At the end of each Travel Day, students will illustrate and label three things learned about the given country.</p> <p>Class discussions about texts, images, and artifacts shared</p> <p>Use related vocabulary correctly during class discussions</p>
Summative	<p>Students will make a cumulative Travel Day suitcase to house their projects from the year.</p> <p>At the end of the year the students will talk about their favorite country and why it was their favorite.</p>

Alternative	Verbally retell a favorite or interesting fact about the country studied
Benchmark	Add relevant historical events from different countries to timeline in classroom

Stage 3 - Learning Plan

Learning Activities:

- As an anticipatory activity, show 5-6 images of place, clothes, food, climate/geography and students brainstorm the qualities they notice about the country and culture. Discuss similarities and differences to our own culture.
- Locate each country on a world map and listen to the National Anthem
- Students will find each country on their own map and label/color it.
- The class will read the appropriate The ABC's of .. or Look What Came From.. book for each country.
- Color a copy of the flag for each country
- Make an artifact specific to that culture
- Read a folktale or storybook that originated from that country.
- Learn a song/game from that country

Differentiation:

ELL:

Include students' country of origin as one of the Travel Day destinations allowing students to bring in artifacts from home

Work in small groups to scaffold language

Draw pictures instead of words during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

Pre-teach new vocabulary using visuals and cognates, when possible

Provide sentence frames in order to answer questions

G&T:

Students prepare an oral presentation on their country of origin or country of interest

Provide supplemental reading materials/EPIC book suggestions with related comprehension follow-up questions or book talk opportunities

Special Ed:

Simplify projects for ease of independent completion

Written work may be dictated by student or copied from teacher-model

Draw pictures during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

504:

Provide opportunities for partner work

Reduce amount of work required

Students at Risk:

Only complete essential activities

Opportunities for partner work

Provide sentence frames in order to answer questions

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials**Teacher Pedagogical Resources:**

Every Book Is a Social Studies Book by Andrea S. Libresco, Jeannette Balantic, and Jonie C. Kipling

Participation and discussion strategies: Stop and Jot, Turn and Talk

An Orange in January by Dianna Hutts Aston (AD610L)

Books for each of the different countries from the Bedwell Library

Country specific books located in the Kindergarten closet

kbears.com/geography

Student Materials:

art materials

related activity sheets

DOE Mandates:

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender -
Sexual Orientation -
Race -
Ethnicity -
Religious Tolerance -

Unconscious Bias Impact on Individuals - Students will realize that they may harbor unconscious bias toward others' customs, practices, and holidays that they may find odd or foreign. By studying this unit, they will realize that what may seem foreign is very familiar to others and is not actually odd.

Unconscious Bias Impact on Society - Students will realize that societies as a whole identify traditions and holidays that are important to them, promoting societal empathy and harmony

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate - Students will gain a greater understanding of the cultures of Asian Americans and Pacific Islanders by learning about holidays that are native to these regions that Asian Americans and Pacific Islanders practice.

Notes:

- First Grade does not have a unit that correlates to *A View Of Other Cultures*.
- The Second Grade unit entitled *Race*, will explore racial differences and learn about leaders in other cultures and their effect on lives today.
- Third Grade has a unit entitled *Gender*, which will concentrate on gender stereotyping; the historical connection of important male leaders from the past; and investigate important women in history.
- Fourth grade has a unit entitled *Immigration*, that focuses on comparing immigration past and present; the perception of immigrants after they came to America; stories of modern immigrants; and a research project focusing on a student's country of origin.