



Little Egg Harbor School District Curriculum Guide

Social Studies: Kindergarten

BOE APPROVAL DATE: 08/19/2025

Little Egg Harbor School District Curriculum Guide

Grade: Kindergarten	Content Area: Social Studies
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Original Adoption: July 14, 2021
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Revised on: July 30, 2022
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Updated Date: July 31, 2024
Updated By: Nora Maloney

Recommended Pacing Guide	
Unit 1: Citizenship and Working Together in a Community	Number of Days: 60
Unit 2: Understanding Holidays, Customs & Traditions	Number of Days: 55
Unit 3: Where We Live/Geography	Number of Days: 55

Unit 1: Citizenship and Working Together in a Community	Duration: 60 days
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Suggested Accommodations
<p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide extended time ● Allow the use of an online dictionary to define a word and hear the pronunciation of unknown words ● Provide written directions with models and diagrams when possible ● Build in more group work to allow ELL students to interact and communicate with peers ● Implement pre-reading strategies such as picture walks or topic discussions ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Utilize visual charts/cues ● Provide manipulatives ● Frequently check for understanding ● Display a word wall with current academic vocabulary in each subject ● Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson. <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Follow specific IEP accommodations and modifications ● Strategic grouping (Guided Reading, Strategy Groups) ● Pre-teach concepts ● Small group for assessments

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- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
- Alternative modes of communication
- Provide opportunities for group work with other students on their ability level
- Friendly academic competitions
- Create individual student goals
- Allow and provide opportunities for movement
- Promote creativity and critical thinking

Students in Need of Academic Support:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Homelessness:

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
- Provide in-school counseling
- Facilitate successful experiences
- Allow students to complete assignments in school
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers

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- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Correlation Key

Holocaust

Amistad

Asian American and Pacific Islander

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

[New Jersey Student Learning Standards](#)

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- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **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.

Interdisciplinary Connections

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text

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(e.g., who, what, where, when, why, how).

- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Computer Science and Design Thinking

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.2.2.ED.1:** Communicate the function of a product or device.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow

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	through to ensure the problem is solved, whether through their own actions or the actions of others.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning

Formative Tasks: <ul style="list-style-type: none"> ● On-going teacher observations ● Completion of tasks and projects ● Student responses during class discussions ● Anchor charts 	Alternative Assessments: <ul style="list-style-type: none"> ● Exit tickets ● Anecdotal records ● Student responses and participation
Summative Assessments: <ul style="list-style-type: none"> ● Projects and Presentations ● Class Discussions 	Benchmark Assessments: <ul style="list-style-type: none"> ● Anecdotal notes ● Exit tickets

Knowledge & Skills

Enduring Understandings: <ul style="list-style-type: none"> ● Rules help people live together in a community. ● Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school. ● A citizen votes to share an opinion or choice. ● Everyone is unique in their own way. ● Every family member has an important role. ● Community workers such as firemen and policemen keep us safe. ● Many community helpers are found in Little Egg Harbor Township. ● There are many needs to a community and many individuals contribute in some way to meet those needs. 	Essential Questions: <ul style="list-style-type: none"> ● What is a rule and why is it important to follow rules in school, at home, and in our community? ● How do I show I am a responsible citizen of my classroom and school? ● Even though families are the same, how are they different? ● What kinds of jobs do people do in our community? ● Why do we need community helpers?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none"> ● BrainPop Jr. ● Ducksters ● SeeSaw ● Boom Cards 	Varied Levels of Text: <ul style="list-style-type: none"> ● <i>In My World</i> by Heather Adamson ● <i>My Continent</i> by Heather Adamson ● <i>My Country</i> by Heather Adamson ● <i>My State</i> by Mari C. Schuh
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<ul style="list-style-type: none"> ● Google Slides ● Globe ● Posters ● Videos ● Songs ● Scholastic ● Google Earth ● ClassDojo ● <i>The Earth and I</i> by Frank Asch ● <i>Our Earth</i> by Anne Rockwell ● <i>Earthdance</i> by Joanne Ryder ● Asian American and Pacific Islander Heritage and History in the US NEH-Edsitement <p>As Appropriate:</p> <ul style="list-style-type: none"> ● ULS News2You ● Mystery Science 	<ul style="list-style-type: none"> ● <i>In My Town</i> by Mari C. Schuh ● <i>In My Neighborhood</i> by Mari C. Schuh ● <i>As the Crow Flies</i> by Gail Hartman ● <i>World Atlas Macmillan/McGraw Hill</i> ● <i>A Picture Book of Martin Luther King, Jr.</i> by David Adler ● <i>Jambo Means Hello: Swahili Alphabet Book</i> by Muriel L. Feelings ● <i>Tar Beach</i> by Faith Ringgold ● <i>Stella Brings The Family</i> by Miriam B Clifton-Brown
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Digital Citizenship Mini-Unit: What is the Internet?	Duration: One Week
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Standards:

ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge and Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The internet is a system of computers working together. ● We can get on the Internet in different ways. ● The Internet has multiple uses (work, learn, fun). 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the Internet? ● How do we access the Internet? ● Why do we use the Internet?
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Instructional and Supplemental Materials

<ul style="list-style-type: none"> ● BrainPop Jr. ● Common Sense Media ● ISTE
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Unit 2: Understanding Holidays, Customs & Traditions	Duration: 55 days
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Suggested Accommodations

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate direction

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
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Homelessness:

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
- Provide in-school counseling
- Facilitate successful experiences
- Allow students to complete assignments in school
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
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Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
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- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
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Correlation Key

Holocaust

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Asian American and Pacific Islander

Social Studies Practices

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Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

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Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

[New Jersey Student Learning Standards](#)

- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsHR.2:** Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.HistoryUP.5:** Compare and contrast historians' interpretations of important historical ideas, resources and events.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

[Interdisciplinary Connections](#)

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the

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meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- C. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- D. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - E. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - F. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - G. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - H. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
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Computer Science and Design Thinking

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.2.2.ED.1:** Communicate the function of a product or device.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save

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and accumulate money over time.

- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Career Readiness, Life Literacies, and Key Skills Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
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Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Evidence of Student Learning

Formative Tasks: <ul style="list-style-type: none"> ● On-going teacher observations ● Completion of tasks and projects ● Student responses during class discussions ● Anchor charts 	Alternative Assessments: <ul style="list-style-type: none"> ● Exit tickets ● Anecdotal records ● Student responses and participation
Summative Assessments: <ul style="list-style-type: none"> ● Projects and Presentations ● Class Discussions 	Benchmark Assessments: <ul style="list-style-type: none"> ● Anecdotal notes ● Exit tickets

Knowledge & Skills

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Martin Luther King Jr., past presidents and current president of the United States are very important famous Americans. ● Key historical events and individuals led to the development of our nation. ● One should treat others in the same way. ● Holidays help us remember the past. ● Families celebrate holidays by incorporating family traditions. ● Different cultures celebrate in different ways. ● One should respect others that celebrate in different ways. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What famous Americans helped make our country great? ● Why do we celebrate patriotic holidays such as Martin Luther King Jr. Day and President's Day? ● What does fairness and equality mean? ● How do holidays and customs reflect our country's values and traditions? ● How do different families celebrate? ● What American celebrations and traditions do I participate in? What do you do?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● BrainPop Jr. ● Ducksters ● SeeSaw ● Boom Cards ● Google Slides ● Globe ● Posters ● Videos ● Songs ● Scholastic: Let's Find Out ● Google Earth ● GetEpic online library ● You Tube (pureview) ● Anchor Charts ● ClassDojo ● Asian American and Pacific Islander Heritage and History in the US NEH-Edsitement <p>As Appropriate:</p> <ul style="list-style-type: none"> ● ULS News2You ● Mystery Science 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>Multicultural Holiday books: The Legend of the Poinsettia by Tomie dePaola</i> ● <i>Christmas in America by Callista Gingrich</i> ● <i>Christmas Around the World by Mary Lankford</i> ● <i>The Ninth Night of Hanukkah by Erica Perl</i> ● A Picture Book of Martin Luther King, Jr. by David Adler ● Jambo Means Hello: Swahili Alphabet Book by Muriel L. Feelings ● What Do You Celebrate?: Holidays and Festivals Around the World by Whitney Stewart ● The Snowy Day Paperback by Ezra Jack Keats
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Digital Citizenship Mini-Unit: Media Balance	Duration: One Week
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Standards:

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ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge and Skills

Enduring Understandings:

- Know when and why to take breaks from device time.
- Consider the feelings of people around them, even when engaged in fun online activities.
- There are specific differences between online and offline activities.

Essential Questions:

- How do we find a happy balance between our online and offline activities?
- When are some times we should and shouldn't use technology?
- What is the difference between online and offline interactions?

Instructional and Supplemental Materials

- BrainPop Jr.
- Common Sense Media
- ISTE

Unit 3: Where We Live/Geography

Duration: 55 days

Suggested Accommodations

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to define a word and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications

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- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
- Alternative modes of communication
- Provide opportunities for group work with other students on their ability level
- Friendly academic competitions
- Create individual student goals
- Allow and provide opportunities for movement
- Promote creativity and critical thinking

Students in Need of Academic Support:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
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- Frequently check for understanding

Homelessness:

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
- Provide in-school counseling
- Facilitate successful experiences
- Allow students to complete assignments in school
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments

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- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Correlation Key		
Holocaust	Amistad	Asian American and Pacific Islander

Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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New Jersey Student Learning Standards

- **6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.GeoSV.4:** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Interdisciplinary Connections

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - E. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - F. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - I. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - J. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - K. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events,

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ideas, or pieces of information in a text.

- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Computer Science and Design Thinking

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.2.2.ED.1:** Communicate the function of a product or device.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>
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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● On-going teacher observations ● Completion of tasks and projects ● Labels on project ● Student responses during class discussions 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Anecdotal records ● Student responses and participation
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects and Presentations ● Class Discussions 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● KWL charts ● Anecdotal notes ● Rubrics

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Earth is the planet we live on. ● The Earth has different bodies of water and land masses. ● A globe is a spherical representation of the Earth. ● A map usually shows a drawing of a place as it looks from above. ● Maps help us find places. ● Maps can show land, water, cities, streets, and important places and buildings. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Where do I live? ● What does Earth look like? ● What type of materials does it have? ● What is a globe? ● What is a map? ● What type of information can we find on a map?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Globe ● Posters ● Videos ● Songs ● www.googleearth.com ● <i>The Earth and I</i> by Frank Asch ● <i>Our Earth</i> by Anne Rockwell ● <i>Earthdance</i> by Joanne Ryder ● <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>In My World</i> by Heather Adamson ● <i>My Continent</i> by Heather Adamson ● <i>My Country</i> by Heather Adamson ● <i>My State</i> by Mari C. Schuh ● <i>In My Town</i> by Mari C. Schuh ● <i>In My Neighborhood</i> by Mari C. Schuh ● <i>As the Crow Flies</i> by Gail Hartman ● <i>World Atlas</i> Macmillan/McGraw Hill
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<ul style="list-style-type: none"> ● <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 ● GetEpic online library ● You Tube (pureview) ● Anchor Charts ● ClassDojo ● Seesaw ● Scholastic- Let's Find Out ● Scholastic- Let's Find Out ● Asian American and Pacific Islander Heritage and History in the US NEH-Edsitement <p>As Appropriate:</p> <ul style="list-style-type: none"> ● ULS News2You ● Mystery Science 	<ul style="list-style-type: none"> ● <i>Africa Is My Home: A Child of the Amistad</i> Paperback – February 24, 2015 by Monica Edinger ● <i>The Tree in the Courtyard: Looking Through Anne Frank's Window</i> by Jeff Gottesfeld, illustrated by Peter McCarty ● <i>Me on the Map</i> by Joan Sweeney
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Digital Citizenship Mini-Unit: Online Safety	Duration: One Week
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Standards:

ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge and Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Discover that the Internet can be used to visit faraway places and learn new things. ● Compare how staying safe online is similar to staying safe in the real world. ● Explain rules for traveling safely on the internet. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you go places safely online? ● How is staying safe online the same as staying safe in the real world? ● What are the rules for being safe online?
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Instructional and Supplemental Materials

- BrainPop Jr.
- Common Sense Media
- ISTE