

# Moonachie School District Social Studies Curriculum: Grade K

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022  
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Social Studies Disciplinary Practices:

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. These practices are integrated into each unit.

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	s 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.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
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.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning

	and lay the groundwork for seeking consensus.
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.

## SOCIAL STUDIES

### Grades K

#### 6.1 U.S. History: America in the World

#### Disciplinary Concept: Civics, Government, And Human Rights

**Amistad, Holocaust**

#### Disciplinary Practices:

Developing Questions and Planning Inquiry; Claims and Using Evidence

Disciplinary Concept	Core Ideas	Performance Expectation Standards
<p><b>Civics And Political Institutions</b> The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.</p>	Local community and government leaders have roles and responsibilities to provide services for their community members.	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.
	Rules for all to live by are a result of the actions of government, organizations, and individuals	6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
	The actions of individuals and government affect decisions made for the common good.	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.CivicsPI.6: Explain what government is and its function.
Disciplinary Concept	Core Ideas	Performance Expectation Standards

<p><b>Participation and Deliberation</b> Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.</p>	<p>When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.</p>	<p>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. 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p>
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<p><b>Democratic Principles</b> Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.</p>	<p>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</p>	<p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<p><b>Processes and Rules</b> Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires</p>	<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p> <p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p>	<p>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.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>

an understanding of political systems and defining and addressing public problems.		
<b>Disciplinary Concept</b>	<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
<p><b>Civic Mindedness</b> Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others’ rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one’s own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.</p>	<p>Certain character traits can help individuals become productive members of their community.</p>	<p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 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.</p>

<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>	<b>Resources/Materials</b>
<p>Exhibit appropriate classroom behaviors and procedures</p> <p>Understand that working together with classmates help them share and problem solve</p> <p>Understand that cooperating with others helps them learn new things about each other and work effectively to accomplish a goal</p>	<p>Create a list of classroom rules.</p> <p>Have each child write/draw a classroom rule on a paper link and combine them to display in the room.</p> <p>Depict effective ways to resolve classroom conflicts</p> <p>Take a trip to City Hall.</p>	<p>Graphic Organizers</p> <p>Question and Answer</p> <p>Class worksheets</p> <p>Journal Prompt: “A good classroom rule is...” Students will depict and write about a class rule that they can follow</p>	<p><a href="#">Social Studies for Kids: U.S</a> <a href="#">Social Studies for Kids: U.S History</a></p> <p>BrainPOP Jr videos: <a href="#">Rights and Responsibilities</a>, <a href="#">Branches of Government</a>, <a href="#">Local and State Governments</a>, <a href="#">Community Helpers</a></p> <p><a href="#">Clark the Shark</a> by Bruce Hale</p>

Introduce local government members and their roles in the community (mayor, judge)			
<p><b>Diversity, Equity, Inclusion</b></p> <p>Identify the various members that can be in a family</p> <p>Describe how all families have similarities and differences</p> <p>Identify roles within one's family and school</p> <p>Compare and contrast home and school</p>	<p>Create a list of rules that are followed in one's family</p> <p>Design a picture of all family members</p> <p>Write and draw about something that one's family does</p> <p>Share about family's culture</p> <p>Choose a school issue and create a plan to solve it</p>	<p>Journal Prompt: "I am Special" Students will draw a picture and write a sentence about what makes them special</p> <p><b>Benchmark:</b> Family Project Poster Student will create a drawing of where they live, relatives in the household labeled, the child's role in the family, and drawing of a tradition in the family</p>	<p><a href="#">The Family Book</a> by Todd Parr</p> <p><a href="#">My Family, Your Family</a> by Lisa Bullard</p>
<p>Explore U.S. monuments/symbols</p> <p>Discuss the significance of monuments/symbols</p> <p>Identify people in American History who became symbols of equality and fairness.</p>	<p>Complete an identification worksheet of American symbols and their meaning.</p> <p>Sort symbols by their meaning activity.</p> <p>Match pictures of famous figures to their accomplishments.</p>	<p>Students will create a classroom "American symbols and monuments" poster.</p> <p>Journal Prompt: "What did (insert famous American) do?"</p>	<p>BrainPOP Jr Video on <a href="#">US Symbols</a></p> <p><a href="#">Why Are There Stripes on the American Flag?</a> By Martha E.H. Rustad</p> <p><a href="#">What Is Inside the Lincoln Memorial?</a> By Martha E. H. Rustad</p> <p><a href="#">Larry Gets Lost in Washington D.C.</a> John Skewes and Andrew Fox</p>
<p>Describe the role of various community helpers</p> <p>Identify what tools are needed to complete one's job</p> <p>Describe the rules needed for specific jobs that support our communities</p>	<p>Create a "Community "Helpers" class book to show their needs and describe their purpose</p> <p>Complete a Graphic Organizer to describe the work and identify the tools of a community helper</p>	<p>Journal Prompt: "What Does a ____ Do?" Students draw pictures of the chosen community helper and write a sentence about their job.</p> <p>Community Helpers test</p>	<p><a href="#">Helpers in My Community</a> by Bobbie Kalman</p> <p><a href="#">Whose Tools are These?</a> by Sharon Katz Cooper</p> <p><a href="#">Whose Hands are These?</a> by Miranda Paul</p> <p><a href="#">Whose Hats is This?</a> by Sharon Katz Cooper</p>

			<p><a href="#">Whose Vehicle is This?</a> by Sharon Katz Cooper</p> <p><a href="#">When I Grow Up</a> by Al Yankovic</p> <p><a href="#">Clothesline Clues to Jobs People Do</a> by Deborah Hembrook and Kathryn Heling</p>
<p><b>Amistad</b> Recall what it means to be a citizen</p> <p>Interpret the impact of respect on being a good citizen</p> <p>Identify American symbols that relate to America’s beliefs and principles</p> <p><b>Vocabulary:</b> Rules, Laws, Responsibility, Problem Solving, Fairness, Diversity, Tolerance, Cooperation, Respect, Community Helper, Citizen</p>	<p>Create a list of ways to be a productive citizen</p> <p>Describe the difference between a right and a responsibility</p> <p>Choose a community cause. Have the class work together to raise money or aid the cause.</p>	<p>Journal Prompt: “A good productive citizen does....” Students will draw a picture and identify something that a productive citizen would do in their community</p> <p>Community Test</p>	<p><a href="#">Little Leaders: Bold Women in Black History</a> by Vashti Harrison</p> <p><a href="#">Last Stop on Market Street</a> by Matt de la Peña</p> <p><a href="#">If Everybody Did</a> by Jo Ann Stover</p> <p><a href="#">What Can a Citizen Do?</a> By Dave Eggers</p> <p><a href="#">Her Right Foot</a> by Dave Eggers</p>
<b>Interdisciplinary Connections</b>	<p><b>ELA</b> SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. RL.MF.K.6 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>CRP1. Act as a responsible and contributing community members and employee CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. 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.</p>		
<b>Computer Science and Design Thinking</b>	<p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p>		

**Modifications**

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grades K		
6.1 U.S. History: America in the World		
Disciplinary Concept: Geography, People, and the Environment		
Disciplinary Practices: Presenting Arguments and Explanations; Gathering and Evaluating Sources		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<b>Human Population Patterns</b> Human population patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth’s surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various	Physical and human characteristics affect where people live (settle).	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).

natural hazards and their effects on population size, composition, and distribution.		
<b>Disciplinary Concept</b>	<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
<b>Spatial Views of the World</b> Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.	A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). 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).
	Geographic data can be used to identify cultural and environmental characteristics of places.	6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
<b>Disciplinary Concept</b>	<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
<b>Human Environment Interaction</b> Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.	Environmental characteristics influence the how and where people live.	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 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.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
	<b>Core Ideas</b>	<b>Performance Expectation Standards</b>

<p><b>Global Interconnections</b> Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.</p>	<p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. <a href="#">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.</a> <a href="#">6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</a></p>
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Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p><b>Climate Change</b></p> <p>State important personal information about where they live</p> <p>Compare and contrast different types of landforms.</p> <p>Discuss similarities and differences that can be found in different places across the world</p>	<p>Trace and write current address</p> <p>Make a list of important places in the school building</p> <p>Create a class book of important places in our town</p> <p>Describe what city, state, and country they currently live and have lived in</p>	<p>Journal Prompt: "Write about your favorite landform."</p> <p>Create a picture timeline of family members who are immigrants to the USA</p> <p>Informational Writing Prompt- Students will draw and write about a place they can find in their town.</p> <p>Use the cardinal directions, up/down, and left/right to find places on a map</p> <p><i>Benchmark:</i> Students will create a map of one classroom within the school using the various concepts taught in the unit. A rubric will be used to assess.</p>	<p><a href="#">Me on the Map</a> by Joan Sweeney</p> <p><a href="#">Follow that Map- A First Book of Mapping Skills</a> by Scot Ritchie</p> <p><a href="#">My Map Book</a> by Sara Fanell</p> <p><a href="#">Where Are You From?</a> By Yamile Saied Méndez</p> <p><a href="#">Types of Maps</a> by Mary Dodson Wade</p> <p><a href="#">Same, Same but Different</a> by J. Kostecki</p> <p><a href="#">To Be a Kid</a> by Maya Ajmera, John D. Ivanko, and the Global Fund for Children (begin video at 1:38)</p>
<p>Introduce maps, cardinal directions, and map keys.</p>	<p>Create list of important places in one's house and design a map of a room</p>	<p></p>	<p><a href="#">The Hello Atlas</a> by Ben Handicott</p>

<p>Identify where their family's country of origin is on a map.</p> <p>Determine locations of places and interpret information available on maps and globes</p>	<p>Design a map of town including favorite places to go and include a map key</p> <p>Identify continents and oceans on a map</p> <p>Create a list of different places that students have traveled to</p> <p>Make a list of countries your family is from</p>	<p>Journal Prompt: "The best place in my house is ..."</p> <p>Urban/Rural sorting activity</p> <p>Match culture to food item</p> <p>Students will create a "passport" page of a country of their choice to include pictures about this place and culture</p>	<p><a href="#">I'm New Here</a> by Ann O'Brien</p> <p>BrainPOP Jr videos: "<a href="#">Reading Maps</a>" "<a href="#">Continents and Oceans</a>" "<a href="#">Landforms</a>" "<a href="#">Rural, Urban, Suburban</a>" "<a href="#">Homes</a>" "<a href="#">Reduce, Reuse, Recycle</a>", "<a href="#">Natural Resources</a>"</p> <p><a href="#">Google Maps</a>  <a href="#">Google Earth</a>  <a href="#">Geography Song</a>  <a href="#">North South East West</a>  <a href="#">Seven Continents Song</a>  <a href="#">Five Oceans Song</a>  <a href="#">Map Skills: A Key</a>  <a href="#">Map Skills: Compass Rose</a>  <a href="#">Cultures of the World</a>  <a href="#">Hello Around the World</a></p> <p><a href="#">Social Studies for Kids: Geography</a>  <a href="#">Social Studies for Kids: Culture</a></p> <p><a href="#">National Geographic Kids: Climate Change</a>  <a href="#">NASA Kids: What is Climate Change</a></p>
<p><b>Holocaust</b></p> <p><b>Climate Change</b></p> <p>Recall and state important locations within their home, school, and town.</p> <p>Describe the climate of their town.</p> <p>Compare and contrast different types of homes/communities</p> <p>Identify ways on how we can learn from different cultures</p> <p>Describe ways to make our neighborhood a better place</p>	<p>Create list of important places in one's house and design a map of a room</p> <p>Make a list of important places in town</p> <p>Venn Diagram of urban and rural town</p> <p>Venn Diagram of USA and other countries</p> <p>Make a list of different cultures found in their area.</p> <p>Listen to music, look at clothing, and taste foods from those cultures.</p> <p>Discuss similarities and differences among people in different countries</p> <p>Compare homes, meals, clothes, music in different cultures</p>		

	Make a list of ways to ensure that we can help combat climate change		
<b>Vocabulary:</b> Map, Globe, Legend, Key, Compass Rose, Country, Continent, Ocean, Town, City, State, Landforms, Rural, Urban, Suburban, Culture, Diversity, Acceptance, Climate Change			
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <p>W.SE.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p>SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>CRP1. Act as a responsible and contributing community members and employee</p> <p>CRP3. Consider the environmental, social and economic impacts of decisions.</p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem</p> <p>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</p>		
<b>Computer Science and Design Thinking</b>	<p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world</p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>		

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetchnology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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Grades K		
6.1 U.S. History: America in the World		
Disciplinary Concept: Economics, Innovation, and Technology		
Disciplinary Practices: Developing Questions and Planning Inquiry; Seeking Diverse Perspectives; Engaging in Civil Discourse & Critiquing Conclusions		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<b>Economic Ways of Thinking</b> Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.	Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
	Limited resources influence choices.	6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
	Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

Disciplinary Concept	Core Ideas	Performance Expectation Standards
<p><b>Exchange and Markets</b> Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.</p>	<p>Goods and services are produced and exchanged in multiple ways.</p>	<p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 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. 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p>
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<p><b>National Economy</b> The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)</p>	<p>The availability of resources influences current and future economic conditions.</p>	<p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p>
	<p>Governments play an economic role in the lives of individuals and communities.</p>	<p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p>
Disciplinary Concept	Core Ideas	Performance Expectation Standards

<p><b>Global Economy</b></p> <p>The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.</p>	<p>Core Idea: There are benefits to trading goods and services with other countries.</p>	<p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries</p>
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Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p>Distinguish the difference between want and need.</p> <p>Identify the basic human needs of food, clothing, and shelter.</p>	<p>Compare needs and wants</p> <p>Brainstorm ways to help those in need</p> <p>Write about the reasoning for a want, include evidence</p>	<p>KWL Chart (needs and wants)</p> <p>Needs and Wants Venn Diagram</p> <p>Needs and Wants Test</p>	<p><a href="#">PBS Needs vs. Wants</a></p> <p><a href="#">Economics for Kids: Needs and Wants</a></p> <p>BrainPOPJr. Video: <a href="#">Needs and Wants</a></p> <p><a href="#">I Really Really Need Actual Ice Skates</a> by Lauren Child</p> <p><a href="#">Those Shoes</a> by Maribeth Boelts</p> <p><a href="#">Lily Learns about Wants and Needs</a> by Lisa Bullard</p> <p><a href="#">Do I Need It or Do I Want It? Making Budget Choices</a> by Jennifer S. Larson</p>
<p>Understand the difference between goods and services</p> <p>Define and identify consumers and producers</p>	<p>Identify different goods that can be found in the area</p> <p>Identify services that can be found in the area</p> <p>Use a map to identify why certain goods may not be able to be</p>	<p>KWL Chart (goods and services)</p> <p>Transportation Sort- air,land, water</p> <p>Writing Prompt: "If there was no more _____, ..."</p> <p>Goods and Services Sort Test</p>	<p><a href="#">Economics for Kids: Goods and Services</a></p> <p><a href="#">Economics for Kids: Produces and Consumers</a></p> <p><a href="#">What Do We Buy? A Look at Goods and Services</a> by Robin Nelson</p> <p>BrainPOPJr. Video: <a href="#">Goods and Services, Transportation</a></p>

<p>Identify how such goods and services may not be available to all</p> <p>Describe how some goods are transported to various places</p> <p>Identify the types of transportation needed to move goods from place to place</p>	<p>transported easily or at all to some places</p> <p>Write about what could happen if a certain good was not available</p> <p>Sort what types of transportation may be used for movement of goods</p>		
<p>Define spending and saving</p> <p>Identify prices of products and make economic decisions to spend or save</p>	<p>List ways that a family can save</p> <p>Identify one thing that you would like to spend on and why</p> <p>Talk about commercials on the television and computer that make us want to buy</p> <p>Role play a store environment and discuss decisions that need to be made on what to purchase or what not to purchase</p>	<p>Spending/ Saving T Chart</p> <p>Writing Prompt: “ I would spend my money on...”</p> <p>Benchmark: Picture collage of what you would want to save your money to spend on</p>	<p><a href="#">Economics for Kids: Saving and Spending</a> <a href="#">Social Studies for Kids: Economics</a> BrainPOP Jr. Video: <a href="#">Saving and Spending</a></p>
<p>Identify natural resources</p> <p>Describe how to protect natural resources</p> <p>Demonstrate how things can be recycled</p> <p>Describe how to reuse certain products to eliminate waste and save</p>	<p>Use map reading skills to find natural resources</p> <p>Write about how to protect natural resources</p> <p>Sort different types of recyclables</p> <p>Write on how to reduce water, electricity, and pollution</p>	<p>Recycle Picture Sort (paper, plastic, glass)</p> <p>Writing prompt: “ I can help the earth by...”</p> <p>Benchmark: Students will take a recycled object and create a new use for it for everyday life</p>	<p><a href="#">10 Things I Can Do to Help My World</a> by Melanie Walsh <a href="#">The Adventures of a Plastic Bottle – A Story About Recycling</a> written by Alison Inches <a href="#">The Little Plastic Bottle Story</a> by Padded Board Book <a href="#">Scholastic News “I am Going to be Recycled”</a> BrainPOP Jr videos: “<a href="#">Reduce, Reuse, Recycle</a>”, <a href="#">Natural Resources</a>” <a href="#">NASA Climate Kids</a></p>

<p>Identify how to combat climate change by reducing use</p> <p><b>Vocabulary:</b> Need, Want, Spend, Save, Consumer, Producer, Product, Good, Service, Natural Resource, Reduce, Reuse, Recycle</p>	<p>Create a new use of a reused object</p>		
<p><b>Interdisciplinary Connections</b></p>	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.  RI.K.10 Actively engage in group reading activities with purpose and understanding.  SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>		
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>	<p>CRP1. Act as a responsible and contributing community members and employee.  CRP2. Apply appropriate academic and technical skills.  CRP5. Consider the environmental, social and economic impacts of decisions.  9.1.2.FP.2: Differentiate between financial wants and needs.  9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p>		
<p><b>Computer Science and Design Thinking</b></p>	<p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.  8.2.2.ITH.2: Explain the purpose of a product and its value.</p>		

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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Grades K		
6.1 U.S. History: America in the World		
Disciplinary Concept: History, Culture, and Perspectives		
Amistad Holocaust AAPI		
Disciplinary Practices: Gathering & Evaluating Sources; Seeking Diverse Perspectives; Developing Claims and Using Evidence		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<b>Continuity and Change</b> Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social,	Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
	Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

<p>cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.</p>		
<p><b>Disciplinary Concept</b></p>	<p><b>Core Ideas</b></p>	<p><b>Performance Expectation Standards</b></p>
<p><b>Understanding Perspectives</b> Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people’s perspectives.</p>	<p>Two or more individuals can have a different understanding of the same event.</p>	<p>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p>
	<p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>
<p><b>Disciplinary Concept</b></p>	<p><b>Core Ideas</b></p>	<p><b>Performance Expectation Standards</b></p>
<p><b>Historical Sourcing and Evidence</b> Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source</p>	<p>The nature of history involves stories of the past preserved in a variety of sources.</p>	<p>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.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p>
	<p>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</p>	<p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p>
<p><b>Disciplinary Concept</b></p>	<p><b>Core Ideas</b></p>	<p><b>Performance Expectation Standards</b></p>

<p><b>Claims and Argumentation</b>  Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	Historians create arguments outlining ideas or explanations based on evidence.	6.1.2.HistoryCA.1: Make an evidence-based argument on how and why communities change over time (e.g., locally, nationally, globally).
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Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Identify differences and similarities from now to long ago  Analyze images from today and the past	Create a Venn Diagram of past and present  Compare images of clothing, technology, transportation, and school	Create a Timeline of their life  Reading a Timeline assessment  Draw a picture of what a classroom looked like back then and what a classroom looks like now.  Make a list of things we have in the classroom now that we did not have.  Make a list of things we had in the classroom back then that we don't have now.  Then and Now vocabulary quiz	<a href="#">Now and Then Video</a>  <a href="#">Then and Now Book Children's Book Ideas:</a>  <a href="#">Social Studies for Kids: History</a>  <a href="#">PBS Kids</a>

<p>Identify important leaders that contributed to how our world is today</p>	<p>Read texts about historical leaders and discuss their contributions</p> <p>Create a list of positive leadership skills</p>	<p>KWL Chart about historical leaders</p> <p>Historical Leaders Test</p> <p>Write/Draw about why a historical figure was a good leader</p>	<p><a href="#">NEH: Dr. King’s Dream</a>  <a href="#">NCTE: Martin Luther King Jr. and Me: Identifying with a Hero</a></p> <p><a href="#">Just Like Abe Lincoln</a> - Bernard Waber</p> <p><a href="#">A Picture Book of George Washington</a> - David Adler</p> <p>Scholastic News: <a href="#">Everyone can be Great</a>, <a href="#">A Beloved Community</a>, <a href="#">The Coolest Inventions</a></p> <p><a href="#">Little Leaders: Bold Women in Black History</a> by Vashti Harrison</p>
<p>Describe how acceptance of others can contribute to change</p>	<p>Discuss historical pictures of segregated schools and compare to now</p> <p>Venn Diagram of school now vs then</p> <p>Identify unique qualities of each student in the classroom</p>	<p>Accepting or Not Accepting Picture Sort</p> <p>Draw a self-portrait that depicts the student’s unique qualities.</p> <p>Writing Prompt: “I am unique because...”</p>	<p>BrainPOPJr videos: <a href="#">George Washington</a>, <a href="#">Harriet Tubman</a>, <a href="#">Abraham Lincoln</a>, <a href="#">Susan B. Anthony</a>, <a href="#">Rosa Parks</a>, <a href="#">Martin Luther King Jr.</a>, <a href="#">Ruby Bridges</a>, <a href="#">Jackie Robinson</a>, Anne Frank</p> <p>New Jersey Commission on Holocaust Education Resources- NJ Department of Education  <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a> Holocaust: 18A:35-28</p> <p><a href="#">Ruby Bridges Goes to School: My True Story</a> by Ruby Bridges  <a href="#">Ron’s Big Mission</a> by Blue Rose  <a href="#">Same, Same but Different</a> by J. Kostecki  <a href="#">Whoever You Are</a> by Mem Fox  <a href="#">The Sneetches</a> by Dr. Seuss  <a href="#">All Kinds of Children</a> by Norma Simon</p> <p>New Jersey Amistad Commission Resources- NJ Department of Education <a href="http://www.nj.gov/education/amistad">www.nj.gov/education/amistad</a> Amistad 52:16a-88</p> <p><a href="#">Social Studies for Kids: Cultures</a></p>
<p>Identify various holidays created to remember historical events</p>	<p>Brainstorm a list of different holidays and traditions celebrated in class.</p>	<p>Construct a T-chart that identifies various holidays and associated traditions.</p>	<p>Scholastic News: <a href="#">It’s a New Year</a>, <a href="#">Happy Holidays</a>  <a href="https://scholasticnews.scholastic.com/">https://scholasticnews.scholastic.com/</a></p>

<p>Explain the meaning behind such holidays</p> <p>Identify cultural holidays that are celebrated and their meaning</p>	<p>Share about the holidays celebrated at home.</p> <p>Describe traditions associated with such holidays.</p> <p><a href="#">Read aloud</a> “Binny’s Diwali” by Thirty Umrigar</p> <p>Book Themes:</p> <ul style="list-style-type: none"> <li>• Holidays are a special time to celebrate traditions and culture with family and friends.</li> <li>• Different families and cultures celebrate different holidays and traditions.</li> <li>• Always believe in yourself.</li> </ul>	<p>Choose 3 holidays and draw a symbolic representation for them.</p> <p>Holiday Tradition Match</p>	<p><a href="#">Let’s Celebrate</a> by Kate DePalma</p> <p><a href="#">Winter Celebrations Around the World</a></p> <p>BrainPOPJr: <a href="#">Winter Holidays</a>, <a href="#">Lunar New Year</a>,</p>
<p><b>Vocabulary:</b> Present, Past, Race, Culture, Bias, Discrimination, Acceptance, Respect, Tolerance, Diversity, Equity, Inclusion, Perspective, History, Respect</p>			
<p><b>Interdisciplinary Connections</b></p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>		

	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>CRP1. Act as a responsible and contributing community members and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense problems and persevere in solving them</p> <p>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</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p>
<b>Computer Science and Design Thinking</b>	<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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