

Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

**Social Studies
Curriculum Map
KINDERGARTEN**

Content Area: Social Studies

<p><u>Chapter 1:</u></p> <ul style="list-style-type: none"> ● Learning and Working Together 	<p>September 12, 2025 - October 14, 2025 21 days</p>
<p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> ● National State Symbols 	<p>October 24, 2025 - November 18, 2025 19 days</p>
<p><u>Chapter 3:</u></p> <ul style="list-style-type: none"> ● Work Now and Long Ago 	<p>December 05, 2025 - December 23, 2025 15 days</p>
<p><u>Chapter 4:</u></p> <ul style="list-style-type: none"> ● Geography of the Neighborhood 	<p>January 17, 2026 - March 03, 2026 30 days</p>
<p><u>Chapter 5:</u></p> <ul style="list-style-type: none"> ● Time and Chronology 	<p>March 13, 2026 - April 28, 2026 27 days</p>
<p><u>Chapter 6:</u></p> <ul style="list-style-type: none"> ● Learning About the Past 	<p>May 08, 2026 - June 2, 2026</p>

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Introduction / Philosophy: Today’s elementary kindergarten social studies classroom is a learning environment that allows students to engage with social studies content and understand multiple cultural, political, and ethical perspectives. Students are empowered to make informed decisions, communicate conclusions, and contribute to society.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.

- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Chapter 1: Learning and Working Together

Duration: 21 Days

Standards / Learning Targets

Focus Standards - Major Standards

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council)
- 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

Supporting & Additional Standards

- 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.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

Interdisciplinary Standards

Language Arts

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.WF.K.1 Demonstrate command of the conventions of writing.
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

- 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.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 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.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

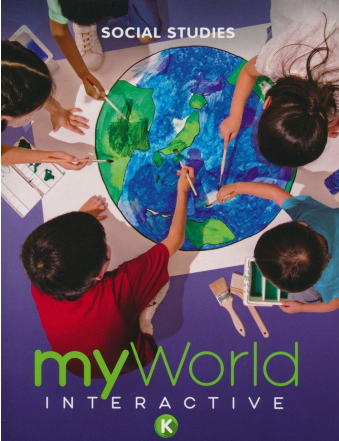
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Turn and talk ● Draw pictures ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p style="text-align: center;">Enduring Understandings Chapter 1</p>	<p style="text-align: center;">Essential Questions Chapter 1</p>
<ul style="list-style-type: none"> ● What we do in school ● How we act in school ● How we cooperate ● How we share ● Rules and home and school ● Laws in the community ● Home, school and community leaders ● Characteristics of a good citizen 	<ul style="list-style-type: none"> ● How do people best cooperate? ● What does the word together mean? ● How does sharing make you feel? ● What are rules? ● Why do we follow rules? ● What are some consequences of not following rules? ● What is a safety rule you follow? ● What is a leader? ● What makes a good citizen?
<p style="text-align: center;">Sequence of Topics Chapter 1</p>	<p style="text-align: center;">Teacher Notes Chapter 1</p>

Where We Learn	I will know how to act in school.
We Work Together	I will know how to get along with others.
Rules and Laws	I will know about the rules and laws that we follow.
Leaders Make Rules	I will know about leaders who make rules and laws.
Good Citizens	I will know what good citizens do.
Activities / Resources	
Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) SAVVAS content readers	

Suggested Options for Differentiation
<p><i>English Language Learners</i></p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Use graphic organizer web chart to incorporate synonyms • Analyze techniques for creating specific nouns from general nouns

- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should.....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
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- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
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Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 2: National State Symbols

Duration: 19 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 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
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions● 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● RI.K.1. With prompting and support, ask and answer questions about key details in a text.● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.● 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).

- R.I.K.10. Actively engage in group reading activities with purpose and understanding.

Math

- KM.B. Classify objects and count the number of objects in each category. 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
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- Identify ways to resist inappropriate social pressure
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- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

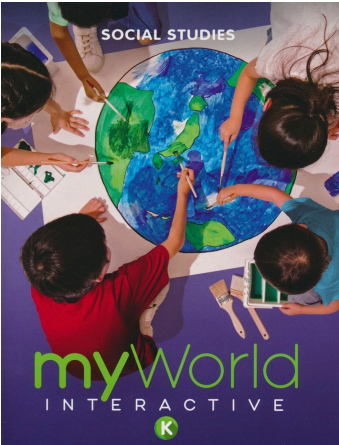
Formative Assessments

- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk

<ul style="list-style-type: none"> ● Questioning ● Expressive language prompt <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 2</p>	<p>Essential Questions Chapter 2</p>
<ul style="list-style-type: none"> ● United States Symbols stand for and remind us of our country ● State symbols stand for important parts of our state ● We can learn about our country through holidays ● Our country ● Our national flag, bald eagle, statue of liberty ● Our state flag ● Heroes of our country ● Special days 	<ul style="list-style-type: none"> ● What does it mean to be an American? ● What makes up our country? ● What do these symbols represent about our country? ● How are some state flags similar to the American Flag? ● Why are the people in this lesson considered heroes? ● What is likely to happen on a holiday?
<p>Sequence of Topics Chapter 2</p>	<p>Teacher Notes Chapter 2</p>
<p>Our Country and State</p>	<p>I will know about America.</p>
<p>Symbols of Our County</p>	<p>I will learn about symbols of the United States.</p>
<p>Symbols of Our State</p>	<p>I will know about state symbols.</p>
<p>American Heroes</p>	<p>I will know about American heroes.</p>

Our National Holidays	I will know about National holidays.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) SAVVAS content readers</p>	

Suggested Options for Differentiation
<p><i>English Language Learners</i> Strategies may include:</p> <ul style="list-style-type: none"> ● Use graphic organizer web chart to incorporate synonyms ● Analyze techniques for creating specific nouns from general nouns ● Create adjective and adverb word wall in positive and negative columns ● Discuss ways to change character description through word choice ● Identify adjectives and adverbs in reading that create an image ● Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions ● Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms ● Discuss general questions leading to common themes in reading ● Use pair work for students to choose recurring themes with visual prompts or match up ● Use anchor charts in groups to identify elements of setting, characters and plot ● Use web graphic organizers to contrast examples of theme and main idea in different readings

- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, “Should.....?”

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scriber for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
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- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 3: Work Now and Long Ago

Duration: 15 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.EconET.1: Explain the difference between needs and wants● 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
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.2.EconNE.2: Describe example of goods and services● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the “big picture” of history● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● RI.K.1. With prompting and support, ask and answer questions about key details in a text.● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.● 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).● RI.K.10. Actively engage in group reading activities with purpose and understanding.

Writing

- 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.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
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- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
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9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

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- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
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Relationship Skills

- Establish and maintain healthy relationships
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- Identify ways to resist inappropriate social pressure
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- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning**Formative Assessments**

- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Benchmark Assessments

- Chapter assessment

Alternate Assessments

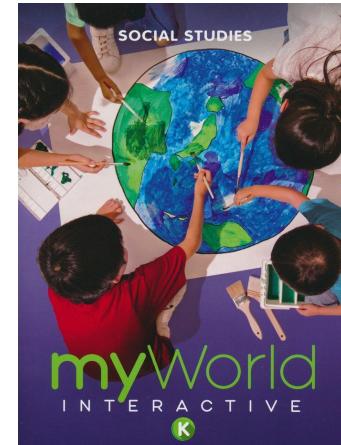
- Role play
- Discussion circle
- Turn and talk

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group

<p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Chapter project based learning 	<ul style="list-style-type: none"> • Learning/Response logs • Think-pair-share • Observations
<p>Enduring Understandings Chapter 3</p>	<p>Essential Questions Chapter 3</p>
<ul style="list-style-type: none"> • Explain the reasons people work • Explore the difference between needs and wants • Identify the importance of a child’s job at school • Name familiar community helpers • Compare and contrast jobs long ago to jobs today 	<ul style="list-style-type: none"> • How have jobs changed over time? • What are some of the reasons people work? • What might happen if a teacher does not do their job? • Why do we need workers to make and sell things to us? • How are our lives today different from those who lived in the past?
<p>Sequence of Topics Chapter 3</p>	<p>Teacher Notes Chapter 3</p>
<p>Why People Work</p>	<p>I will know why people work.</p>
<p>Jobs at School</p>	<p>I will know what jobs people do at school.</p>
<p>Jobs in Our Community</p>	<p>I will know what jobs people do in our community.</p>
<p>Jobs Now and Then</p>	<p>I will know how some jobs have changed over time.</p>
<p>Activities / Resources</p>	

Resources: See Teacher’s Edition for Chapter activities and resources
SAVVAS online resources link (MyWorld interactive)
SAVVAS content readers



Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, “Should.....?”

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scriber for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
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- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:

- [personal word walls / word rings](#)
- introducing key vocabulary before lesson Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 4: Geography of the Neighborhood

Duration: 30 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.GeoSV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)● 6.1.2.GeoSV.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.GeoSV.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)
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.2.GeoSV.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)● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● RI.K.1. With prompting and support, ask and answer questions about key details in a text.● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.● 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).

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

Writing

- 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.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
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- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
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8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
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Career Readiness, Life Literacies, & Key Skills

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Evidence of Student Learning

Formative Assessments

- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
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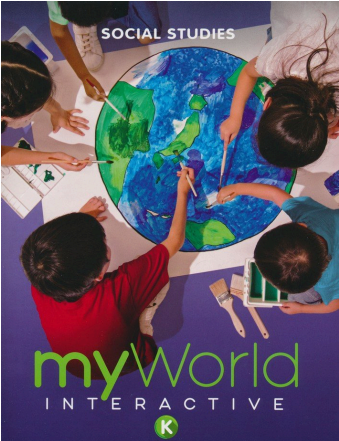
Alternate Assessments

- Role play
- Discussion circle
- Turn and talk

Performance Tasks/Use of Technology:

- Conferencing individual/small group

<p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<ul style="list-style-type: none"> ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 4</p>	<p>Essential Questions Chapter 4</p>
<ul style="list-style-type: none"> ● Compare and contrast the relative locations of people, places and environments ● Recognize what a globe and a map represent and how to use one ● Recognize that maps have symbols that represent real things ● Identify parts of a map and what information they show ● Describe the absolute location of a place, using an address ● Recognize that traffic rules keep us safe ● Identify resources that we used long ago and today 	<ul style="list-style-type: none"> ● What is the world like? ● What does the word near mean? ● How does this map help us understand what is being shown? ● What is an example of an absolute location? ● What is an example of a traffic symbol? ● What are resources?
<p>Sequence of Topics Chapter 4</p>	<p>Teacher Notes Chapter 4</p>
<p>Where we live</p>	<p>I will know about relative location.</p>
<p>Using a globe and a Map</p>	<p>I will know about globes and maps.</p>
<p>Parts of a Map</p>	<p>I will know the parts of a map.</p>
<p>Our Homes and Neighborhood</p>	<p>I will know what my home and neighborhood are like.</p>

Safe Neighborhoods	I will know how we make our neighborhoods safe.
Our resources	I will know how people use resources today and long ago.
Activities / Resources	
Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) SAVVAS content readers	

Suggested Options for Differentiation
<p><i>English Language Learners</i></p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Use graphic organizer web chart to incorporate synonyms • Analyze techniques for creating specific nouns from general nouns • Create adjective and adverb word wall in positive and negative columns • Discuss ways to change character description through word choice • Identify adjectives and adverbs in reading that create an image • Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions • Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms • Discuss general questions leading to common themes in reading • Use pair work for students to choose recurring themes with visual prompts or match up

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Special Education

- Use visuals
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- Chunking of information
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- Leveled texts
- Visual cues and modeling
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504

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- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 5: Time and Chronology

Duration: 27 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 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.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time (e.g., locally, nationally, globally)● 6.1.2.HistoryCC.3: Make inference about how past events, individuals, and innovations affect our current lives
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● RI.K.1. With prompting and support, ask and answer questions about key details in a text.● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.● 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).

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Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
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Formative Assessments

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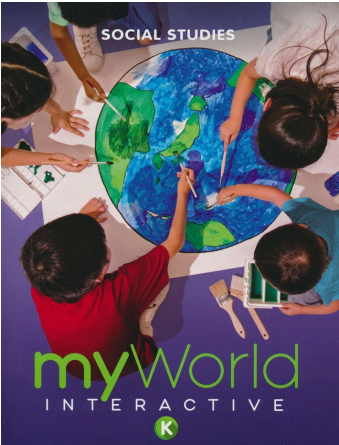
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<p>Enduring Understandings Chapter 5</p>	<p>Essential Questions Chapter 5</p>
<ul style="list-style-type: none"> ● Identify past, present and future ● Differentiate between night and day ● Identify clocks and calendars as tools that measure time ● Recognize that weeks and months are another way of measuring time. ● Identify a year, decade and century ● Recognize that a generation spans more than one decade ● Identify weather and how it changes ● Name the seasons 	<ul style="list-style-type: none"> ● How do we track time? ● What are some things you do during the day/night? ● What is a week? ● What is your favorite day of the week? Why? ● How many generations are in your family? ● Why does the weather change? ● What do you wear when it is hot/cold?
<p>Sequence of Topics Chapter 5</p>	<p>Teacher Notes Chapter 5</p>
Talking about time	I will know how to talk about time.
Measuring time	I will know how to measure time.
Weeks and months	I will know about weeks and months.
Long lengths of time	I will know how to talk about long lengths of time.

Parts of the year	I will know the parts of a year.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) SAVVAS content readers</p>	

Suggested Options for Differentiation	
<p><i>English Language Learners</i> Strategies may include:</p> <ul style="list-style-type: none"> ● Use graphic organizer web chart to incorporate synonyms ● Analyze techniques for creating specific nouns from general nouns ● Create adjective and adverb word wall in positive and negative columns ● Discuss ways to change character description through word choice ● Identify adjectives and adverbs in reading that create an image ● Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions ● Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms ● Discuss general questions leading to common themes in reading ● Use pair work for students to choose recurring themes with visual prompts or match up ● Use anchor charts in groups to identify elements of setting, characters and plot ● Use web graphic organizers to contrast examples of theme and main idea in different readings 	

- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, “Should.....?”

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 6: Learning About the Past

Duration: 24 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.CivicsDP.3: Explain how historical symbols, monuments, and holidays reflect the shared values, principles, and beliefs of the American identity● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inference about why there are different accounts of the same events● 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 the culture's history
Supporting & Additional Standards
<ul style="list-style-type: none">● 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 places and events)● 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time (i.e., locally, nationally, globally)
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● RI.K.1. With prompting and support, ask and answer questions about key details in a text.● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.● 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).

- R.I.K.10. Actively engage in group reading activities with purpose and understanding.

Writing

- 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.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 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.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning**Formative Assessments**

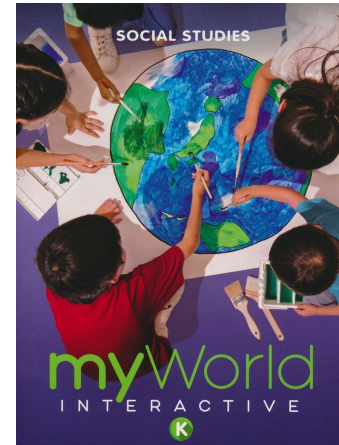
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk

<ul style="list-style-type: none"> ● Questioning ● Expressive language prompt <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 6</p>	<p>Essential Questions Chapter 6</p>
<ul style="list-style-type: none"> ● Recognize the meaning of history ● Compare and contrast life long ago and life today ● Identify 3 Americans in history and how they helped the United States to grow ● Identify the people and events that holidays celebrate 	<ul style="list-style-type: none"> ● What was life like in the past? ● What does the word past mean? ● How did these people help America? ● How do we celebrate holidays?
<p>Sequence of Topics Chapter 6</p>	<p>Teacher Notes Chapter 6</p>
<p>Life Long Ago</p>	<p>I will know what life was like in the past.</p>
<p>People in History</p>	<p>I will know about people who helped our country in the past.</p>
<p>We Celebrate Our Past</p>	<p>I will know how we celebrate our past.</p>
<p>Activities / Resources</p>	

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