Board Approval Date: 8/23/2022
Course Title: Kindergarten Social Studies - Me and My World
Course Description: Students will understand their place in the world and how they can have a positive effect on their family, school, friends and community.

Course Sequence & Pacing			
Week	Unit 1: History	**Week**	Unit 3: Geography
1	Orientation/ Making Friends	13	What Is In My Neighborhood?
2	Who Am I?	14	Where Am I in the World?
3	What Is A Family?	15	How Do People Live Around the World?
4	How Is Our Life Different from Long Ago?	16	Extension Projects and Activities
5	Extension Projects and Activities	17	Extension Projects and Activities
Week	Unit 2: Civics	**Week**	Unit 4: Economics
6	How Do I Get Along With Others?	18	What Do People Need and Want?
7	How Do I Make Friends?	19	What Do People Need and Want?
8	How Do I Make Friends?	20	How Can I Help Take Care of the World?
10	How Do I Solve Problems with Others?	21	How Can I Help Take Care of the World?
11	How Can I Be a Good Helper at School?	22	How Can I Help Take Care of the World?
12	How Do Americans Celebrate?		

Stage 1 Desired Results

Unit 1 - History

Unit Summary: Students explore why they are special, explore family traditions and compare life today to life long ago.

Unit Learning Targets

NJSLS 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.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 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.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.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).
- 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.
- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Social Studies Practices:

- 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.

- 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- CAEP.9.2.4.A.2 - Identify various life roles and civic and work - related activities in the school, home, and community.

- CAEP.9.2.4.A.1 - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Computer Science & Design Thinking *(CS & DT)*:

- CS.K-2.8.1.2.AP.4- Break down a task into a sequence of steps.
- CS.K-2.8.2.2.ITH.3 - Identify how technology impacts or improves life.
- CS.K-2.8.2.2.EC.1 - Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections

Reading:

- LA.RL.K.10 - Actively engage in group reading activities with purpose and understanding.
- LA.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.
- LA.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.
- LA.RI.K.1 - With prompting and support, ask and answer questions about key details in a text.

Writing:

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

Speaking and Listening:

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

Climate Change:

Holocaust & Amistad:

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Unit Essential Questions:	**Unit Enduring Understandings:**
• Who am I? • How am I special? • What is a family? • How is our life different from long ago?	• Pictures and words help us demonstrate how one feels and what can make one feel special. • Families have different cultural traditions. • Items from the past are very different from today. • Habits from the past may be different from today, but some may be the same.
Students will know:	**Students will be able to:**
• The term “feelings” and how feelings affect their moods. (happy, sad, excited, mad) • Use the terms special, caring, and family in conversation. • Use the term tradition and demonstrate how a tradition is celebrated in society. • How to travel to the past using technology to research and understand traditions from long ago and how they relate to today’s traditions. • Vocabulary- feelings, special, family, tradition, travel, well	• Create pictures that demonstrate feeling words. • Distinguish between long ago vs. today • Use a table to assign objects to holidays • Create an All About Me poster/book

Stage 2 Assessment Evidence

Summative Assessments:

Create an “All About Me” poster detailing personal facts and favorites.

Create a “Timeline of Life Events” (birth, first step, first day of school, etc)

TCI Assessment Unit 1 Feelings, Traditions, Life Long Ago

Formative Assessments:
Teacher Observation
Activity book entries
Class Discussions
Student created art projects

Common Benchmark Assessments:
TCI Assessment Unit 1 Feelings, Traditions, Life Long Ago

Alternative Assessments:

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, People with Disabilities, Diversity, Equity & Inclusion [DEI)*	***Timeframe*** *(Days or Weeks)*
6.1.2.CivicsPD.1 *6.1.2.CivicsPD.2* *6.1.2.HistoryUP.2* *LA.SL.K.1* *LA.SL.K.1.B* *LA.SL.K.2* *LA.SL.K.3* *LA.SL.K.4* *LA.W.K.8* *LA.SL.K.5*	Engage in discussions and share ideas about feelings, words and kindness.	• After reading Chrysanthemum, "partner talk" about why it's important to be kind to yourself and others. • Draw a picture to compare how Chrysanthemum felt in the beginning of the story vs. the end of the story...use sound spelling to label feeling words. • TCI Unit 1 Me and My World "How am I Special?"	*3 days*
6.1.5.CivicsHR.1 *6.1.2.HistorySE.1* *LA.RL.K.10* *LA.RI.K.1* *6.1.5.Civic.DP.1* *LA.SL.K.1 LA.SL.K.1.B* *LA.SL.K.2 LA.SL.K.3 LA.SL.K.4*	By using freedom of expression, describe how feelings can drive discussions and actions.	• Hands On Activity...name the feelings word based on facial expressions • TCI Unit 1 Feelings Assessment • After reading, We're Different We're the Same (Sesame Street) draw a picture comparing a friend to self with similarities and differences	*2 days*

LA.SL.K.5		• Apply vocabulary terms when discussing and drawing visual representations of feeling words	
6.1.2.CivicsPD.2	Describe how individuals can work together to make decisions.	• Draw a family and describe how teamwork can help make a family work.	*1 day*
6.1.2.History SE.2 *6.1.2.HistoryS E.3* *6.1.5.CivicsDP.2* *MA.K.MD.B.3* *6.1.2.HistoryCC.3* *6.1.2.HistoryUP.2* *6.1.5 Civics DP.3* *LA.RL.K.10* *SCI.K.ETS1.B*	Explain how our life is different from long ago. Discover how people celebrate different traditions	• Show and discuss pictures comparing life long ago to life now. • Sort and categorize pictures from long ago vs. life now • *(TCI Unit 1 Me and My World)* • Complete a picture chart matching holiday names with an image. • Read “Home for the Holidays: A Book for Kids About the Different Holidays” • Using pictures or props, discuss which correlates with each holiday. • Discuss the meaning of “tradition” and draw/write about a personal family tradition.	*2 days* *3 days*
6.1.2.CivicsPD.1 *LA.SL.K.1* *LA.SL.K.2*	Interpret the concept of time and establish where events fit on a timeline	• Make a timeline of given events to demonstrate before/after (TCI Unit 1 Me and My World) • Make a personal timeline of life events (birth, first step, first day of school)	*2 days*

CS.K-2.8.2.2.ITH.3 *CS.K-2.8.2.2.EC.1* *6.1.2.HistoryCC.1*	Demonstrate the differences between the means of communication from long ago vs today	• Make a T chart comparing how people communicated long ago vs. today (pen paper, typewriters, computers) • Tell a partner the difference between long ago and today and give examples of items from long ago vs. items of today (cars, phones) ○ • Draw a community of long ago vs. a community of today...demonstrate the differences and physical descriptions focusing on the rights of people past and present.	*2 days*

Core Instructional & Supplemental Materials (including various levels of texts)

Texts and Materials	*Notes*
ABC I Like Me by Nancy Carlson ***My Favorite Thing (According to Alberta) by Emily Jenkins*** *Chrysanthemum* *We're Different, We're the Same (Sesame Street)* *Social Studies Alive! Me and My World TCI*	
Epic Books- leveled readers on… All About Me, Traditions and Holidays	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Unit 1 Examples: T Chart for long ago vs. present time, timeline prompts, feeling word sound spelling, turn and talk for brainstorming…

When students conduct the act-it-outs during Extension: Caring, choose volunteers who will be comfortable speaking and acting in front of the class, especially as it is the beginning of the year. But find ways to get all students involved, such as having students play non-speaking roles or hold key items. When completing the Activity Notes for this section, students connect illustrations of ways we can show that we care. Conduct a think-aloud for each "problem" by sharing what you see ("Oh no! It looks like this ketchup bottle has fallen over!"), and then talk through the choices ("Will it help to hold hands? No. Will it help to set the bottle up? Yes! Let's draw a line to this choice.")

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Specific Strategies and Practices that Support Gifted & Talented Students:

Unit 1 Examples: Use feeling words in sentences, label pictures with sound spelling or write a sentence for each word, higher order thinking questioning...

Have students compare who they are in kindergarten with who they think they will be when they are older by having them create a self-portrait at any age they choose. Using the ideas from this lesson, have students predict how they might be the same and different when they are older. For example, their hair may be the same color, but they will be taller. What new things will they be able to do? What will they continue to care about? What might be the same and different about what they like and dislike?

Have students conduct an interview with an adult about something that was different in the past than it is today. Consider letting adults know which topics were taught in class—such as clothing and travel—so they can share their own experiences with students. Encourage students to illustrate the adult's answers and present their work to the class.

- Adjusting the pace of lessons
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Unit 1 Examples: T Chart for long ago vs. present time, Timeline prompts, Feeling word sound spelling, turn and talk for brainstorming...

Being Special, students brainstorm special things that they can do. Help English Learners recognize that speaking their native language is something special they can do. Give students enough time to brainstorm what they will share during the "I Am Special" game so that they are not stressed when the ball is rolled to them and it is their turn to share. Students can also first practice sharing their answer with a partner before playing the class game.

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit 2- Civics

Unit Summary: Students will learn how to make friends and be a good friend. Students will problem solve and be good helpers. Students will learn about holidays celebrated in America.

Unit Learning Targets

NJSLS 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.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

- 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.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.
- 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.

Social Studies Practices:

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

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.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: CAEP.9.2.4.A.2 - Identify various life roles and civic and work - related activities in the school, home, and community. CAEP.9.2.4.A.1 - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
Computer Science & Design Thinking (*CS & DT***):** CS.K-2.8.1.2.AP.4- Break down a task into a sequence of steps. CS.K-2.8.2.2.ITH.3 - Identify how technology impacts or improves life. CS.K-2.8.2.2.EC.1 - Identify and compare technology used in different schools, communities, regions, and parts of the world.
Interdisciplinary Connections *Reading:* LA.RL.K.10 - Actively engage in group reading activities with purpose and understanding. LA.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. LA.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story. LA.RI.K.1 - With prompting and support, ask and answer questions about key details in a text. *Writing*: LA.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. LA.W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *Speaking and Listening:* LA.SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Climate Change:
Holocaust & Amistad: N.J.S.A. 18A 52:16A-88 Acceptance of differences

Unit Essential Questions:	**Unit Enduring Understandings:**
• How Do I Get Along With Others? • How Do I Make Friends? • How Do I Solve Problems with Others? • How Can I Be a Good Helper at School? • How Do Americans Celebrate?	• Finding good qualities in each other helps develop friendships. • Learning de-escalation techniques can help us navigate peer relationships. • We can all be good helpers. • Many different holidays are celebrated in America.
Students will know: • what it means to get along • use the terms listen and taking turns in conversation. • what it means to make good choices • what makes a good friend • how Americans celebrate holidays • vocabulary: get along, introduce, calm down, problem, solve, vote, directions, federal holiday, patriotic	**Students will be able to:** • Students will illustrate what getting along looks like. • Students will be able to describe when they should talk and when they should listen. • Create a book showing how to be a good friend. • Demonstrate how Americans celebrate holidays by matching the holiday to its symbols.

Stage 2 Assessment Evidence
Summative Assessments: Illustration of getting along. Create a book showing how to be a good friend. Create a poster showing symbols of American Holidays
Formative Assessments: Teacher Observation Activity book Classroom Discussion

Student Created Art Projects
TCI online assessments

Common Benchmark Assessments:
District created multiple choice assessment

Alternative Assessments:
Class Big Book.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.2.CivicsPD.1 *6.1.2.CivicsPD.2* *LA.SL.K.1* *LA.SL.K.1.B* *LA.SL.K.2* *LA.SL.K.3* *LA.SL.K.4* *LA.SL.K.5* *LA.W.K.8*	Describing qualities of a good friend vs. a not so good friend. Comparing positive and negative traits.	• After reading Bad Apple, A Tale of Friendship, turn and talk about what makes a good friend and what does not make a good friend. • Draw a picture to compare how Bad Apple behaved in the beginning of the story vs. the end of the story. Describe how he changed. • *TCI Unit 1 Me and My World "Introducing Myself"*	*3 days*
6.1.2.CivicsPD.1 *6.1.2.CivicsPD.2*	Understanding the importance of celebrating differences.	• After reading "The World Needs More Purple People", students will create a class book about what makes a good friend and the importance of celebrating differences.	*2 days*
6.1.2.CivicsPD.1 *6.1.2.CivicsPD.2*	Demonstrating traits of a good friend.	• Create a class book showing what makes a good friend.	*3 days*

LA.SL.K.3 *LA.SL.K.4* *LA.SL.K.5* *LA.W.K.8*			
6.1.2.CivicsPD.1 *6.1.2.CivicsPD.2* *LA.SL.K.1*	Demonstrating how to meet someone new.	• Role play introducing yourself to someone new and listening when someone introduces themselves. TCI Unit 2 Me and My World	*2 days*
6.1.2.CivicsPD.1 *6.1.2.CivicsPD.2* *LA.SL.K.3* *LA.SL.K.4* *LA.SL.K.5* *LA.W.K.8*	Understanding American holidays and why we celebrated.	• Create a poster showing holiday symbols and the holiday they correspond with.	*3 days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
***Dinosaurs, Beware! A Safety Guide* by Marc Brown and Stephen Krensky** ***It's Hard to Be Five: Learning How to Work My Control Panel* by Jamie Lee Curtis. Illustrated by Laura Cornell**	To support the theme "rules help keep us safe," this engaging book puts whimsical dinosaurs into everyday situations to illustrate the rules help prevent accidents and to explain what to do in emergency situations Getting along with others involves a lot of self-control, which is a struggle for young children. This popular author looks through a child's eyes at the choices kindergartners face daily and the difficulty of always doing the right thing. As a read-aloud, this book is both funny and reassuring

My Mouth Is a Volcano **by Julia Cook. Illustrated by Carrie Hartman**	Louis has trouble holding back when he has something to say, but then he learns a technique to stop him from interrupting. This is a cleverly written and illustrated story for helping children wait their turn to speak while they listen to others.
The Selfish Crocodile **by Faustin Charles. Illustrated by Michael Terry**	A crocodile who rules the river and refuses to share it with the other jungle animals finally learns the real meaning of friendship and how to get along with others.
Lilly's Purple Plastic Purse **by Kevin Henkes**	Lilly's love of school is placed in jeopardy when Mr. Slinger confiscates her purse before she can share it with her classmates, leading her to act in a way she later regrets.
David Goes to School **by David Shannon**	David likes to have fun at school, but his teacher does not agree with his version of fun and has to work hard to keep one step ahead of the energetic boy.
Bully **by Laura Vacaaro Seeger** ***Clara and Davie*** **by Patricia Polacco**	A small bull takes out his hurt and anger by yelling at his friends and growing comically ever-larger. Told from the bully's point of view, this simple story posits an effective anti-bullying message.
Me First **by Helen Lester. Illustrated by Lynn Munsinger**	Clara Barton's childhood is challenged by her lisp, but her relationship with both the natural world and her older brother Davie help her see it through to become one of the most famous medical practitioners of all time.
Don't Need Friends **by Carolyn Crimi. Illustrated by Lynn Munsinger**	Pinkerton always wants to be first, no matter what. Charging forward without paying attention eventually brings consequences when he is roped into taking care of a tiny Sand Witch.

How to Be a Friend: A Guide to Making Friends and Keeping Them **by Laurie Krasny Brown. Illustrated by Marc Brown**	In this heart-warming story, Rat loses his best friend when Possum moves away. It takes a while, but eventually, the grumpy Rat and an equally grumpy Dog discover that they were meant to be friends. The difficulty of building new friendships will resonate with young students.
Margaret and Margarita **by Lynn Reiser**	Some whimsical green dinosaurs demonstrate many simple rules for maintaining friendships in very real situations, with practical suggestions for handling difficult people.
Yo! Yes? **by Chris Raschka**	Is it possible to make new friends with someone who doesn't speak your language? Two young girls visiting the park with their mothers discover that it's not just possible but a lot of fun—and they learn a bit of each other's language, too.
Tortillitas para Mama **by Margot Friego**	In this story written with very few one-syllable words, two boys meet and discover through a series of simple questions and answers that it's easy to become fast friends. The use of limited words helps emphasize the importance of body language, facial expressions, and voice inflection in social interactions.
America the Beautiful **by Katharine Lee Bates. Illustrated by Chris Gall.**	This book features a collection of Latin American nursery rhymes that have been passed from generation to generation. Many of them include instructions for gestures to go along with the rhymes.
Fireworks, Picnics, and Flags: The Story of the Fourth of July Symbols **by James Cross Giblin. Illustrated by Ursula Arndt**	
Purple Mountain Majesty **by Barbara Younger**	

D Is for Democracy: A Citizen's Alphabet (Sleeping Bear Alphabets) **by Elissa Grodin. Illustrated by Victor Juhasz.**	This book beautifully illustrates the beloved patriotic song that shares its title. The illustrator honors his own ancestry as the great, great-grandnephew of "America the Beautiful" writer Bates.
George Washington **by Philip Abraham**	This book explores the stories behind the symbols associated with the Fourth of July. It is part of a series that highlights holidays.
Liberty Rising **by Pegi Deitz Shea. Illustrated by Wade Zahares**	Students will enjoy this carefully researched picture book about a trip west that inspired a young professor's American spirit.
Red, White, and Blue: The Story of the American Flag **by John Herman**	D is for Democracy is a celebration of America's government and history. It details the political processes and people of America's government. From founding fathers, first ladies, and the First Amendment to the presidential oath of office, this book contains engaging artwork and suggestions for students to get involved with democracy.
The Flag We Love **by Pam Muñoz Ryan. Illustrated by Ralph Masiello**	This biography of the first president of the United States is easy to read and engaging for young readers. It contains a glossary, index, and resources to learn more about Washington, making it a great resource for teaching informational text structure.
T*he Liberty Bell (American Symbols)* **by Mary Lynn Firestone. Illustrated by Matthew Thomas Skeens**	Pegi Deitz Shea's beautifully illustrated and engaging picture book celebrates the people and ideas behind the Statue of Liberty. It explains the process and challenges of the building of one of the world's most important

***The White House (Welcome Books: Making Things (PB))* by Lloyd Douglas**	monuments which is a symbol of the Fourth of July holiday. The history of the American flag is brought to life through this illustrated and engaging book for young readers. With patriotic verse and historical facts, this picture book explores how our flag has become an enduring part of our nation's history and celebrations. From its earliest designs to its role in peace-time and war, the Star-Spangled Banner will take on a whole new meaning for all readers. This informative book for young readers contains information on the liberty bell organized into short chapters. Containing liberty bell facts, a glossary, index, and resources to learn more, it is a great resource for teaching informational text structure. Written for young readers, The White House gives children a basic introduction to the most famous "house" in the United States. It contains patriotic symbols and illustrations that will inspire students to learn more about the home of the Executive branch of our government.
Positive Psychology: Kindness Activities	

Epic Books- Leveled Readers on Friendship and Holidays celebrated in America	
Teaching holidays from teacher.org	This article from Teacher.org provides guidance on and resources for teaching about holidays. It features descriptions and explanations of religious, federal, and cultural holidays celebrated in the United States. The article also has sections on reasons holidays are taught, the challenges faced when teaching about other faiths and beliefs, and approaches to related lessons. It also provides links to informational and activity resources from educational institutions and organizations.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: **Unit 2: Civics (Friendship and Celebrations)** **Throughout the lesson, as students encounter examples of getting along with others, being fair and responsible, and following rules at home and school, give students a chance to act out the scenarios. This will assist students who need additional support to internalize the concepts. As they demonstrate each situation (playing, helping, listening), reinforce the use of the appropriate language and behaviors.** • Use of visual and multisensory formats • Use of assisted technology to create posters and big book if needed • Use of prompts

- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Be sensitive to holidays that may not celebrated by all students as well as holidays specific to certain religions or backgrounds

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Specific Strategies and Practices that Support Gifted & Talented Students:

Unit 2: Civics (Friendship and Celebrations)

After the class has completed Extension: Learning to Make Good Choices, have students work to create their own good choice situations similar to those pictured in the slideshow. Using the scenarios from the slideshow as a model, have students create their own situations with a picture that shows the scene and three choices the student might make, including one good and two poor choices. Students can then present their situations to classmates for additional discussion about making good choices.

- Provide opportunities for independent activities that go beyond the regular class expectations
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study

- Higher-order thinking skills
- Interest-based content
- Student-driven instruction - Give students the opportunity to create interest project to enhance their learning (ex: diorama, report, etc.)
- Real-world problems and scenarios - Students may create posters that demonstrate their learning to be presented to the class

Specific Strategies and Practices that Support English Language Learners:

Unit 2: Civics

Students may be uncomfortable talking extemporaneously during the Hands-On Activity: Playing the Sunshine Telephone Game debrief or during the discussion in Extension: Learning to Make Good Choices. They may not have the processing skills to formulate their speech in English. For both activities, prepare sentence starters for students so that they may participate in the group discussions.

Use pictures and visual clues to aid in understanding. Students can roleplay/act out positive friendships. Use labeling to aid in understanding. Present vocabulary in isolation before learning to aid in understanding.

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit 3 : Geography

Unit Summary: Students will use map skills to learn about neighborhoods, cities, states and the world. Students will learn about different cultures and their languages.

Unit Learning Targets

NJSLS Standards:

- 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).
- 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.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 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.

- 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.

Social Studies Practices:

Developing Questions and Planning Inquiry

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

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.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: **C**AEP.9.2.4.A.2 - Identify various life roles and civic and work - related activities in the school, home, and community.
Computer Science & Design Thinking (*CS & DT***): Keep here**
Interdisciplinary Connections *Reading:* LA.RL.K.10 - Actively engage in group reading activities with purpose and understanding. LA.RI.K.1 - With prompting and support, ask and answer questions about key details in a text. *Writing:* LA.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. LA.W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. LA.RF.K.3.A - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. *Math:* MA.K.MD.B.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *Speaking and Listening*: LA.SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LA.SL.K.1.B - Continue a conversation through multiple exchanges.

LA.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.

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

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

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

Science

SCI.K.ETS1.B - Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

Climate Change:

Holocaust & Amistad: N.J.S.A. 18A 52:16A-88 Acceptance of differences

Unit Essential Questions:	**Unit Enduring Understandings:**
• What is in My Neighborhood? • Where am I in the World? • How Do People Live Around the World?	• Different cultures speak different languages. • Different cultures have different languages, food, and customs.
Students will know: • what a neighborhood is and what is contained in a neighborhood • use the term neighborhood and neighbor when discussing homes and communities • how to locate and use a map key on a map • use the term law and how it applies to school rules • define and explain the difference between a city, state, country, and world	**Students will be able to:** *(Verb Bloom's Taxonomy)* • Create a 3D neighborhood with landmarks; draw a map of the neighborhood using a map key • Distinguish the difference between a city, state, country by constructing a paper telescope • Make a four box poster demonstrating seasonal activities for all for seasons • Research 4 countries from around the world using technology and listen to spoken words in native languages.

Stage 2 Assessment Evidence
Summative Assessments: 3D neighborhood model Neighborhood seasonal activities poster District created assessments
Formative Assessments: Teacher Observation Activity book entries Class Discussions Student created art projects TCI Unit 3 assessments- What is in My Neighborhood?, Where Am I in the World?, How Do People Live Around the World?
Common Benchmark Assessments: See TCI Me and My World Online Assessment Creator
Alternative Assessments: Teacher Created

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*

6.1.2.Geo.SV.2 *6.1.2.Geo.SV.3* *LA.SL.K.1* *LA.SL.K.1.A* *LA.SL.K.1.B* *MA.K.MD..3*	Describe places that are in a neighborhood. Identify symbols on a map.	Discuss what is contained in a neighborhood, contribute in brainstorming a list of neighborhood buildings and areas. Given pictures of neighborhood landmarks, use symbols to locate specific buildings. Sort pictures of activities in neighborhoods vs at school *TCI Me and My World Unit 3*	*2 days*
6.1.2.CivicsCM.1	Define "neighbor" and describe how to be a good neighbor.	Given multiple pictures of neighborhoods containing neighbor interactions, tell a partner how the interactions of neighbors affect others. Draw a picture of one's own neighborhood and how he/she interacts with neighbors. (play, talk, say hello)	*1 day*
6.1.2.Geo.SV.3 *6.1.2.Geo.SV.4* *LA.RL.K.3*	Identify how different landmarks in neighborhoods relate to each other by location. Use a map key to identify landmarks.	Using a map of a neighborhood and a game marker, use the map key to move from place to place in the neighborhood. Take turns telling a partner how to get to a certain landmark on the map. Read National Geographic Reader: Helpers in Your Neighborhood	*1 day*
6.1.2.Geo.HE.1 *LA.RF.K.3.A*	Brainstorm different seasonal activities that happen in one's neighborhood.	Make a 4 box chart of the seasons and what neighborhood activities happen in each season. Use sound spelling to label the season and the activity.	*1 day*
6.1.2.Geo.SV.3 *6.1.2.Geo.SV.4* *SCI.K.ETS1.B* *LA.RF.K.3.A*	Make a model of a neighborhood map	In small group, make a 3D model of a neighborhood containing, housing, stores, offices, parks, etc. Use 3D paper shapes to construct a neighborhood using prisms, cubes etc. Label each area with sound spelling. Construct roads, land and water areas.	*5 days*

6.1.2.Geo.SV.1 *6.1.2.Geo.SV.3* *SCI.K.ETS1.B*	Distinguish the difference between a map and a globe.	Describe a globe and identify land vs. water. Discuss the differences between what is contained on a map vs. a globe. Locate where we live on a map and a globe. Make a diagram of both.	*1 day*
6.1.2.Geo.SV.4 *SCI.K.ETS1.B*	Define city (town), state, country, world Contrast the differences between city (town), state, country, world	Play "Where in the World?" game TCI- Me and My World Unit 3 Make a 4 section poster with a partner that shows examples of what a city, state, country, world looks like and how they differ. Make a telescope (TCI Me and My World Unit 3)	*1 day* *2 days*
6.1.2.Geo.GI.2 *LA.RL.K.3*	Demonstrate how children from around the world have different languages	Read Hello!(Say Hello in All Languages) Discuss different cultures and corresponding languages...practice saying hello in Chinese, Spanish etc. (TCI Me and My World Unit 3)	*1 day*
6.1.2.Geo.GI.2 *6.1.2.Geo.HE.2* *6.1.2.CivicsCM.3* *6.1.2.CivicsCM.2*	Explain how people talk, eat and play in different ways.	Participate in a cultural fair concentrating on how different cultures eat, learn and play Select a category (food, play, school) and use pictures to show symbols from that country that represent their culture. (TCI Me and My World unit 3)	*2 days*
6.1.2.CivicsPR.1 *6.1.2.CivicsPR.2* *6.1.2.CivicsPR.3* *6.1.2.CivicsPR.4* *6.1.2.CivicsCM.1* *LA.RF.K.3.A*	Explain how laws keep people safe.	Discuss classroom rules and how they compare to the law. Brainstorm a list of basic laws and draw pictures to illustrate the meaning. Write a sentence explaining the law.	*2 days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Hello!(Say Hello in All Languages)	
***D Is for Democracy: A Citizen's Alphabet (Sleeping Bear Alphabets)* by Elissa Grodin.**	
Epic leveled readers...neighborhoods, different cultures	
National Geographic Readers: Helpers in Your Neighborhood by Shira Evans ***To Be a Kid* by Maya Ajmera, John D. Ivanko, and the Global Fund for Children** *Social Studies Alive! Me and My World TCI*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: **Pre-assembled 3D shapes for neighborhood, color coded map keys, assistance with sound spelling for labeling...** Help students create neighborhood picture dictionary cards to identify things found in a neighborhood. You may either provide images or have students draw a park bench, basketball court, mailbox, stop sign, drinking fountain, park, playground, fire station, post office, police officer, neighbors, or any of the other people, places, or items mentioned during class activities. Provide one large index card for each image. Have students write, copy, or trace the letters to name each object. Students can later sort their cards by category (e.g., buildings, outdoor places, people).

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Specific Strategies and Practices that Support Gifted & Talented Students:

Have students work in mixed-ability groups to create a large vocabulary poster that identifies things found in a neighborhood. Give each group a different theme such as buildings in our neighborhood, outdoor places in our neighborhood, people in our neighborhood, and signs in our neighborhood. You may either provide images or have students draw the items. Help students write labels for each image and title their posters. Display the posters in your classroom.

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills

- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Unit 3 specific accommodations; color coded map keys, assistance with sound spelling for labeling…
Have students work in mixed-ability groups to create a large vocabulary poster that identifies things found in a neighborhood. Give each group a different theme such as buildings in our neighborhood, outdoor places in our neighborhood, people in our neighborhood, and signs in our neighborhood. You may either provide images or have students draw the items. Help students write labels for each image and title their posters. Display the posters in your classroom…Create another kind of visual representation to help clarify the concept that we live in many different places at the same time. Use a world map as a base and add layers of successively smaller maps or labeled circles. Thus, layer 1 would be the world; layer 2, our country (USA); layer 3, your state; and layer 4, your city. Even smaller layers can show your school within the city or even neighborhood, your class within the school, and a single student within the class.

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit 4 : Economics

Unit Summary: Students will discover ways to protect Earth. They will conduct an inquiry to figure out how to meet our needs while also helping the planet.

Unit Learning Targets

NJSLS Standards:

- 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.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Social Studies Practices:

<u>Developing Questions and Planning Inquiry</u>

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.

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.

Interdisciplinary Connections

Interdisciplinary Connections

Reading:

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

LA.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.

LA.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

LA.RI.K.1 - With prompting and support, ask and answer questions about key details in a text.

Writing:

LA.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.

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

Speaking and Listening:

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

Career Readiness, Life Literacies, & Key Skills *(CLKS)*: **C**AEP.9.2.4.A.2 - Identify various life roles and civic and work - related activities in the school, home, and community.

Computer Science & Design Thinking

Interdisciplinary Connections ELA, Math, VPA, etc

Reading:

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

LA.RI.K.1 - With prompting and support, ask and answer questions about key details in a text.

Writing:

LA.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.

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

LA.RF.K.3.A - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

Math:

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

Speaking and Listening:

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

LA.SL.K.1.B - Continue a conversation through multiple exchanges.

LA.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.

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

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

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

Science

SCI.K.ETS1.B - Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

Climate Change: Getting what we need and want activity from NJDOE

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
• What Do People Need and Want? • How Can People Take Care of the World?	• There is a difference between a need and a want. • There are many things we can do to take care of the world.
Students will know: • needs • wants • shelter • garbage • recycle • reduce • reuse.	**Students will be able to:** *(Verb Bloom's Taxonomy)* • Create a T Chart that demonstrates the difference between needs and wants • Explain why it is important to care for the planet and what we can do to make a difference. • Create posters that promote Reduce-Reuse-Recycle to be hung throughout the school.

Stage 2 Assessment Evidence

Summative Assessments:

T-Chart demonstrating the differences between needs and wants

Posters promote Reduce-Reuse-Recycle

District Created Assessments

Formative Assessments:

Teacher Observation

TCI Me and My World Unit 4 Online Assessments
Class Discussions
Student created art projects

Common Benchmark Assessments:
District created multiple choice assessment (See TCI Me and My World Online Assessment Creator

Alternative Assessments:

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.2.EconET.1 *LA.SL.K.1* *LA.SL.K.1.B* *LA.SL.K.2* *LA.SL.K.3* *LA.SL.K.4* *LA.SL.K.5* *LA.W.K.8*	Engaging in discussion and sharing ideas	Turn and Talk about the difference between needs and wants. Create a T Chart demonstrating the differences between needs and wants Hand-on activity -Go on a shopping trip to pick out things you need and want. TCI Me and My World pgs 186-187	*5 days*
6.1.5.GeoHE.2 *6.1.5.GeoHE.3* *6.3.5.GeoHE.1* *6.3.5.GeoGI.1* *LA.SL.K.1* *LA.SL.K.1.B* *LA.SL.K.2* *LA.SL.K.3*	Understanding the importance of protecting our planet and ways to do so.	Students will research positive environmental practices. Students will use a variety of mediums to create posters to bring awareness to helping protect the environment.	*5 days* *5 days*

LA.SL.K.4 *LA.SL.K.5* *LA.W.K.8*			

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
***Oklahoma's Devastating May 2013 Tornado* by Miriam Aronin** ***My Favorite Thing (According to Alberta)* by Emily Jenkins. Illustrated by Anna Laura Cantone)** ***Bluffton: My Summers With Buster Keaton* by Matt Phelan (Somerville, MA: Candlewick Press, 2013)**	Natural disasters are events that clearly illustrate the difference between needs and wants in communities. After a disaster, residents are solely focused on needs, such as food, water, and shelter. This book discusses a tornado that forced many people in the town of Moore, Oklahoma, to put needs before wants. Alberta has definite likes and dislikes—big dogs, no; small dogs, yes—that all form part of her identity. These different wants are what make children unique. When a vaudeville troupe comes to a Michigan town in 1908 with young, slapstick actor Buster Keaton, a local boy named Henry quickly befriends him and each wants what the other has. Told from the perspective of Henry, this graphic novel illustrates how everybody has different wants.
	This lesson plan from PBS aims to introduce students to the concept of needs versus wants and prompts them to consider the relationship between consumer goods and happiness. The lesson takes approximately 30 minutes to complete

Epic Books on Needs and Wants	
	The page from Social Studies for Kids clearly outlines the differences between a want and a need. The site then tests students' knowledge on the subject with a brief quiz.
c3teacher.org - NJ DOE Needs and Wants	Activity about getting what we need and want

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Create an illustrated word wall of the most used terms (such as needs, wants, choices, food, clothing, shelter). Include images to give students visual reinforcement of the terms. Add to the wall throughout the lesson.
Provide sentence frames for presenters to use when pointing to the need in the picture or explaining how a need may be met. This will provide more structure and help learners be more comfortable during presenting. Sample sentence frames:

- *The need of _____ is found here in this picture..*
- *The need of _____ in this picture is a _____.*
- *The need of _____ can be met by _____.*
- *I will meet the need of _____ by _____.*

Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class and make sure that students understand the main ideas of the section before moving on.

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Specific Strategies and Practices that Support Gifted & Talented Students:

Have students create a storybook in which they show how a character of their choosing meets his or her needs.

Challenge students to find additional images of people meeting their needs of food, clothing, or shelter. They could create a tri-fold poster, with each third of the poster containing a collage of one type of need. Alternatively, they could create "digital posters" by copying and pasting images into presentation slides.

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Have students ask their family members to describe the environment(s) in their home country and how people meet their needs and wants there. Mark each location on a world map. If possible, have students bring in copies of photos

that can be added to the map. Or students could bring in physical items, like coats or hats, that their family members would use to meet their needs in their home country.

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups