

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Social Studies

Grade: K

ABSTRACT

An education in social studies fosters a population that:

- **Is civic-minded, globally aware, and socially responsible;**
- **Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, 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 relationships between people, places, and resources as well as the implications of an interconnected global economy;**
- **Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and**
- **Discerns fact from falsehood and critically analyzes information for validity and relevance.**

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade K Social Studies

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Our Community <i>September-December</i> <i>(12 weeks)</i>	Global Community <i>December - February</i> <i>(12 weeks)</i>	Our Environment <i>March - June</i> <i>(12 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsPI.6: Explain what government is and its function 6.1.2.CivicsPD.1: Engage in	NJSLS-SS: 6.1.2.HistoryCA.1: Make an evidence-based argument how and why community change over time (e.g. Locally, nationally, globally). 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the “big picture” of history. 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in an democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help	NJSLS-SS: 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). 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.GeoHE.1: Explain how seasonal weather changes, climate, and other environment characteristics affect people’s lives in a place or region. 6.1.2.GeoHE.2: Describe how human

	discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.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 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 an 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.	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.	activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs.) 6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.GeoHE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
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	6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change		
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion: 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.8. With prompting and support, identify the reasons an author gives to support points in a text. 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. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	ELA Companion: 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.8. With prompting and support, identify the reasons an author gives to support points in a text. 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. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	ELA Companion: 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.8. With prompting and support, identify the reasons an author gives to support points in a text. 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. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

	Mathematics MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. <i>Students collect class data (favorite community helper, classroom jobs), create simple graphs, identify patterns in classroom routines, and solve real-world classroom problems.</i>	Mathematics MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure. <i>Students sequence events on timelines, compare families and cultures, sort and classify information, and interpret simple graphs and calendars.</i>	Mathematics MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. <i>Students use maps, measure weather changes, collect environmental data, compare land and water, and solve real-world problems related to recycling and conservation.</i>
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: (Must have at least one standard from: • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.	Life Literacies & Key Skills 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 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.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: (Must have at least one standard from: • 8.1 Computer Science; or	Design Thinking 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a	Design Thinking 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a	Design Thinking 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ETW.4: Explain how the disposal of or reusing a product

● 8.2 Design Thinking)	network. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.1: Communicate the function of a product or device.	network. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the World. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	affects the local and global environment. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
21st Century Life and Careers: Career Education: Write out complete NJSLS: (Only include if a CTE curriculum ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Communities are made up of people who work together to help one another. ● Rules, responsibilities, and good citizenship help keep communities safe, fair, and respectful. ● Every person is unique and contributes to the classroom and community in meaningful ways. ● Kindness, fairness, and respect help everyone feel included and valued.	● Families, cultures, and communities have similarities and differences that should be respected and celebrated. ● Learning about the past helps us understand ourselves and others. ● People and communities change over time because of new ideas, inventions, and important events. ● People around the world share common needs while celebrating unique traditions and customs.	● People interact with and depend on the environment every day. ● Maps and globes help us understand where places are located. ● People make choices that affect the Earth and their communities. ● Everyone has a responsibility to care for the environment and use resources wisely.

Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. What makes a community? 2. Why do we have rules and responsibilities? 3. How can I be a good citizen at school and in my community? 4. How do our differences make our community stronger? 5. How can I show kindness and respect to others?	1. How are families and communities alike and different? 2. Why is it important to learn about the past? 3. How does history help us understand today? 4. How do people celebrate around the world? 5. What can we learn from people who are different from us?	1. How do maps help us understand our world? 2. How does the environment affect how people live? 3. How can I help care for the Earth? 4. Why are natural resources important? 5. How do people and places work together?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments • Textbook/Workbook Activities • Conferences • Drafts • Exit Tickets • Class Discussion • Student Participation • Teacher Observation Summative Assessments • Unit Projects • Written Analysis • Formal Tests • Demonstrations • Performance-Based Tasks Alternative Assessments • Doodle It - Draw a picture of what you know about the	Formative Assessments • Textbook/Workbook Activities • Conferences • Drafts • Exit Tickets • Class Discussion • Student Participation • Teacher Observation Summative Assessments • Unit Projects • Written Analysis • Formal Tests • Demonstrations • Performance-Based Tasks Alternative Assessments • Doodle It - Draw a picture of what you know about the	Formative Assessments • Textbook/Workbook Activities • Conferences • Drafts • Exit Tickets • Class Discussion • Student Participation • Teacher Observation Summative Assessments • Unit Projects • Written Analysis • Formal Tests • Demonstrations • Performance-Based Tasks Alternative Assessments • Doodle It - Draw a picture of what you know about the

	topic. - Choice Projects - Notebook Assessments - Oral Presentations Benchmark Assessments - Initial Benchmark - Mid-Year Benchmark - End of the year Benchmark	topic. - Choice Projects - Notebook Assessments - Oral Presentations Benchmark Assessments - Initial Benchmark - Mid-Year Benchmark - End of the year Benchmark	topic. - Choice Projects - Notebook Assessments - Oral Presentations Benchmark Assessments - Initial Benchmark - Mid-Year Benchmark - End of the year Benchmark
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> <i>Amistad Law</i> <i>Holocaust Law</i> <i>LGBTQ/Disabilities Law)</i>	Learning Activities/Content: Analyze things that are learned at school and in the community <i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate - Introduce Kindergarten expectations and school rules <i>David Goes to School</i> by David Shannon - - Create poster of what makes a good student - Positive classroom rules chart - Class job chart Introduce diversity and acceptance in a school community <i>The Skin You Live In</i> written by Michael Tyler illustrated by David Lee Csicsko	Learning Activities/Content: Define history as a story about the past - My World Social Studies book - Chapter 5: Life Then and Now - Lesson 1: What is my personal history? - Create an “All About Me” Scrapbook - Lesson 4: What is a timeline? - Timeline activity with pictures Describe ways people find out about the past www.readworks.org The United States, Long Ago and Today What Did People Wear? Women’s History Month	Learning Activities/Content: Explain what directions are and how you can use directions to describe where you are going using a map - Students will use Google maps to show students Essex Fells, NJ - Students create their own 3D maps of Essex Fells as a cooperative learning activity - My World Social Studies book - Map Skills: Cardinal Directions Demonstrate proper use of spatial words; near/far,here/there/above/below https://www.youtube.com/watch?v=21keh7LS8K8 <i>Me On the Map</i> by Joan Sweeney

	○ Create puzzle pieces which fit together to represent equality and acceptance ○ Class Quilt activity ● <i>We All Sing with the Same Voice</i> by J. Philip Miller and Sheppard M. Greene Illustrated by Paul Meisel ○ Create classroom song/poem ● All Are Welcome - Read Aloud Picture Book Brightly Storytime Discuss ways to get along with others in our community ● <i>A Little Spot of Kindness</i> by Diane Alber ○ The Toothpaste & Heart Lesson - to teach that once words come out of your mouth, you cannot take back what has been heard ○ Interactive and visual activity ● <i>What Does It Mean to be Kind?</i> By Rana DiOrio Illustrated by Stephanie Jorisch ○ Friendship letter activity - students draw pictures and create letters to give	● www.brainpopjr.com Harriet Tubman Place events in order (first, next, last) ● My World Social Studies book ○ Lesson 2: How do we talk about time? ○ Lesson 3: How do we measure time? ● My First Thanksgiving https://www.youtube.com/watch?v=WumiRK06Yqw ● Who Was Jackie Robinson? www.readworks.org Identify how communities changed through inventions, communication, and transportation. ● My World Social Studies book ○ Lesson 9: How have communities changed? ○ Lesson 8: How has school changed? ○ Lesson 7: How have families changed? ○ Lesson 10: How has technology changed? ● Communication Long Ago...Today video clip	● Students make nesting circles to represent their homes including: town, state, county, planet Compare different types of landforms ● My World Social Studies book ○ Lesson 5: What are Landforms? ● Landforms song (to the tune of "This Land is Your Land") ● www.readinga-z.com A Landforms Adventure (Level N) Identify human characteristics of landscapes (man-made additions) ● Natural vs. Manmade: Little Learners Unit Recognize that a map is a picture of a real place as seen from above ● My World Social Studies book ○ Chapter 3: What is the world like? ○ Lesson 2: Where are places located? ● www.readworks.org Learn About Maps All Kinds of Maps Recognize picture symbols on a
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	to their classmates ○ Students practice complimenting each other every morning Identify ways that people are alike and different Discover that they can stand up against prejudice and bullying ● <i>The Crayon Box that Talked</i> by Shane Derolf ○ decorating crayon activity to show uniqueness and showcasing on bulletin board ● <i>It's Okay to be Different</i> by Todd Parr ○ Orange activity - same and different discussion ● <i>Whoever You Are</i> by Mem Fox illustrated by Leslie Staue ○ Class chart - how we are the same, different ○ How do our differences make us happy? ● <i>Sneetches</i> by Dr. Seuss ○ It is what is on the inside that counts. ○ We all stand out because our differences make us special.	https://vimeo.com/145863300 Identify different cultures and some foods and customs for each one ● My World Social Studies book ○ Lesson 3: What is culture? ○ Lesson 4: How do we celebrate? ● www.brainpopjr.com Mexico ● www.readinga-z.com Spain ● <i>Carlos's Family Celebration</i> read aloud ● <i>Whoever You Are</i> by Mem Fox ○ https://www.youtube.com/watch?v=f0J6tKoT53Y Options: ● https://www.youtube.com/watch?v=1Bs4EkXYHTM Bee-bim Bop! By Linda Sue Park ● https://www.youtube.com/watch?v=2nYjGy_ZUG8 Hello to All The Children of The World ● https://www.youtube.com/watch?v=ni_at59TzMA The World's Family (An Embracing Culture Story)	map ● My World Social Studies book ○ Lesson 3: What do maps show? ● Students will discuss a compass (NSEW) ● www.readworks.org ● How To Draw a map ● <i>Sweet Clara and the Freedom Quilt</i> Identify basic locations on a map and globe ● My World Social Studies book ○ Lesson 6: What do globes show? ● Maps and Globes Labeling Activities Describe the difference between water and land ● My World Social Studies book ○ Lesson 5: What are bodies of water? ○ Classify and Categorize ○ Students will identify/color land and water on the map ● www.readworks.org Seven Large Lands ● Landforms picture cards
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	• <i>Giraffes Can't Dance</i> by Giles Andrae Identify areas and jobs in a school/community • <i>My World Social Studies book</i> ○ Chapter 2: How Do People Get What They Need? ○ Students draw pictures of what job they have in school and at home ○ Song: Lots of Jobs ○ Vocabulary introduction • <i>Jobs People Do</i> by Christopher Maynard ○ Community helper and puppet activity • <i>When I Grow Up</i> by P.K. Hallinan ○ Class discussion of careers/tools • <i>What's My Job?</i> By Lyn Calder Illustrated by Paul and Alice Sharp • <i>When I was Five</i> by Arthur Howard Analyze what leaders do at home and school • My World Social Studies book	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Explore holidays, traditions, and foods from different cultures. • Learn greetings in different languages. • Read biographies of diverse historical figures. • Compare families and communities around the world. • Create a classroom world map showing students' family backgrounds. • Discuss how people are different but share many of the same needs.	(Schoology) • Maps and Globes Labeling Activities (Schoology) • www.readinga-z.com Earth's Water (Level H) The Coast (Level K) Recognize a globe as a model of Earth • My World Social Studies book ○ Lesson 6: What do globes show? • www.readworks.org The Difference Between Maps and Globe Identify and explain how the four seasons affect people, animals, and plants • BrainPOP Jr. ○ Students will view <i>Maps</i> ○ Students will take the "easy quiz" • My World Social Studies book ○ Lesson 8: What are the seasons? • www.Scholasticnews.com search - Weather - (10 editions that address weather at each of the seasons) • www.readinga-z.com What Season Is It? (Level C)
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	○ Chapter 2: Everybody Works ○ Lesson 5: Who Are Our Leaders? Discuss rules at home and school ● <i>Officer Buckle and Gloria</i> by Peggy Rathman ○ Positive classroom rules chart ● Jon Follows School Rules Describe and explain what it means to follow the rules ● <i>Llama Llama Time to Share</i> by Anna Dewdney ○ Free Exploration role playing with sharing Follow steps to resolve a conflict ● <i>Talk and Work it Out</i> by Cheri J. Meiners ○ Referring to our THINK poster, which is an acronym for true, helpful, inspiring, necessary, and kind; all questions to ask themselves before speaking ● <i>Enemy Pie</i> by Derek Munson illustrated by Tara Calahan King ○ Create ingredients for	● Celebrate and respect cultures and traditions from around the world. Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. ● Learn about the contributions of African Americans, including Harriet Tubman, Jackie Robinson, and Martin Luther King Jr. ● Explore cultures, traditions, and celebrations from around the world. ● Recognize how diversity strengthens communities. Holocaust Law N.J.S.A. 18A:35-28 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	The Four Seasons (Level E) How is the Weather Today (Level F) Changing Seasons (Level F) Understand that some food is grown on farms ● Kindergarten Field Trip to HealthBarn USA ○ Meet the Garden - Compost, go on an herb adventure and taste what's growing in the garden ○ Help prepare and eat the Rainbow Swirly Smoothie ○ Planting peas in recyclable pots to grow at home ○ Test nutrition & food IQ by playing the "seasonal food game" ● www.readworks.org Finding Foods ● https://www.youtube.com/watch?v=CdPRZ3wjCxA Where do Fruits and Vegetables Come From? Describe the relationship among households, businesses and laborers ●  The Little Red Hen #R... <i>The Little Red Hen</i> read by Faith's Toy reviews
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	friendship pie including: helping, being patient, sharing, being a good listener, etc. • <i>The Selfish Crocodile</i> by Faustin Charles and Michael Terry ○ selfish/selfless lesson ○ DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Create an "All About Me" page to celebrate each student's uniqueness. • Share family traditions through drawings and class discussions.	• Read biographies of individuals who demonstrated courage, fairness, and respect for others. • Discuss how people can make positive choices by helping others and treating everyone fairly. • Compare how communities celebrate differences and value diversity. • Reinforce the importance of being respectful of all cultures and traditions. • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml • Through developmentally appropriate lessons, literature, and classroom discussions, students will learn the importance of kindness, empathy, respect, fairness, and helping others. Students will explore concepts such as friendship, inclusion, standing up for others, and making responsible choices while recognizing that every person	Describe the difference between needs and wants • My World Social Studies book ○ Lesson 1: What do we need? What do we want? ○ Lesson 2: How do we get what we need or want? • <i>Lily Learns About Wants and Needs</i> by Lisa Bullard • www.readinga-z.com Needs and Wants (Level F) • <u>Additional Resources:</u> ○ <i>The Pigeon Needs a Bath</i> by Mo Willems ○ <i>The Pigeon Wants a Puppy</i> by Mo Willems Explain the word scarcity and describe how it relates to our economic system • My World Social Studies book ○ Lesson 6: What are good and services? • <i>The Mitten</i> by Jan Brett • <i>The Doorbell Rang</i> by Pat Hutchins Describe opportunity cost
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	• Read stories that promote kindness, fairness, and inclusion. • Practice including everyone during partner and group activities. • Discuss how people have different abilities, cultures, and families. • Create a class kindness poster or friendship chain. • Learn how everyone can contribute to the classroom community. Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. • Read diverse literature that promotes kindness, fairness, respect, and inclusion. • Discuss how people of all backgrounds contribute to our community.	deserves to be treated with dignity and respect.	• My World Social Studies book: ◦ Lesson 3: How do we use money? • https://www.youtube.com/watch?v=bfByilQFAys <i>Beatrice's Goat</i> • https://www.youtube.com/watch?v=4epex3iMeDM <i>Alexander, Who Used to be Rich Last Sunday</i> Identify examples of the impact of human interaction on the environment, specifically in terms of climate change. (How are humans involved in climate change?) • Climate and Weather Video http://www.watchknowlearn.org/Video.aspx?VideoID=3929&CategoryID • What is Climate Change?: https://climatekids.nasa.gov/climate-change-meaning/ • Climate Change Evidence: https://climatekids.nasa.gov/climate-change-evidence/ • Greenhouse Effect: https://climatekids.nasa.gov/greenhouse-effect/ • Climate change: https://www.youtube.com/watch?v=Sv7OHfpIRfU • Polar ice cap experiment: https://www.science-sparks.co
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	• Celebrate similarities and differences through classroom activities and discussions. ○ <i>The Skin You Live In</i> – Celebrate diversity, identity, and respect for all people. ○ <i>We All Sing with the Same Voice</i> – Recognize that people from different backgrounds are members of one community. ○ <i>The Crayon Box That Talked</i> – Discuss how differences make communities stronger. ○ <i>It's Okay to Be Different</i> – Promote acceptance, inclusion, and respect. ○ <i>Whoever You Are</i> – Compare how children around the world are alike and different. ○ <i>Sneetches</i> – Discuss fairness, prejudice, and treating everyone equally. ○ <i>Giraffes Can't Dance</i> – Celebrate individual strengths and perseverance.		m/melting-polar-ice-caps/ Discuss the importance of recycling in relation to how humans have an impact on the environment. • Students will plant/care for sunflower seeds • Lifecycle of a Plant activities • Various Earth Day activities • https://www.youtube.com/watch?v=aAOgZ7ew7VM <i>The Adventures of a Plastic Bottle</i> read aloud • https://www.youtube.com/watch?v=PA_yQPDV43w • <i>Kenya's Art</i> read aloud Recognize and understand cultural, social and racial diversity among classmates, and the importance of celebrating our differences. • My World Social Studies book ○ Chapter 4: How is culture shared? ○ Lesson 1: How are people alike and different? Compare and contrast ○ Lesson 2: How are families alike and different? • https://www.youtube.com/watch?v=UCnxNv3w3yE <i>I am America</i> read aloud • https://www.youtube.com/watch?v=UCnxNv3w3yE
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	Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Discuss kindness, fairness, respect, and including others. • Read stories that teach empathy, friendship, and acceptance. • Practice being an upstander by helping others and standing up for what is right. • Learn that words and actions affect others and that everyone deserves to be treated with respect. • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml • Texts: • <i>The Skin You Live In</i> • <i>The Crayon Box That Talked</i> • <i>It's Okay to Be Different</i>		ch?v=C0H8WEpS4jg <i>Be Who You Are</i> by Todd Parr • https://www.youtube.com/watch?v=679Sw4IACAk <i>The Colors of Us</i> read aloud Identify and understand prominent Black figures in history and the impact they have on history, society, and culture. • My World Social Studies book ○ Lesson 5: What are national holidays? ○ Lesson 6: Who are American heroes from the past? • https://app.seesaw.me/pages/shared_activity?share_token=RtJ9u0x8R1qg4Nqea2wQsQ&prompt_id=prompt.ebaafd3d-70c1-4dc3-870d-6e3cebe39476 Martin Luther King Jr. activity with oranges DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
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- *Enemy Pie*
- *A Little Spot of Kindness*

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

- Discuss how everyone can help care for the Earth.
- Design an inclusive playground that everyone can enjoy.
- Work together on recycling and Earth Day projects.
- Learn how people live in different environments around the world.
- Discuss ways communities work together to solve problems.
- Explore how people with different abilities can enjoy parks and outdoor spaces.
- Practice being responsible for caring for shared spaces and resources.

Amistad Law (N.J.S.A. 18A:52-16A-88)

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.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. ● Recognize the contributions of diverse individuals and communities in caring for people and the environment. ● Celebrate diversity through literature, art, and class discussions. ● <i>I Am America</i> – Celebrate the diversity of people who make up the United States. ● <i>The Colors of Us</i> – Explore skin tones, identity, and appreciating differences. ● <i>Be Who You Are</i> – Encourage acceptance and respect for all people. ● Martin Luther King Jr. Activity with Oranges – Learn about fairness, equality, kindness, and Dr. King's dream. ● Kenya's Art – Explore African culture through art and creativity while recognizing global contributions. ● Discuss how people from many cultures work together to care for the Earth and improve their communities.
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			Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Work cooperatively to solve problems and care for shared spaces. • Demonstrate responsibility, respect, and compassion while working with classmates. • Discuss how caring for people and the environment helps build stronger communities. • Continue practicing kindness, fairness, and being an upstander in everyday situations. • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml
Resources: <i>(Include names of texts and all online resources)</i>	Resources: • <i>My World Social Studies Book</i> • <i>My World Social Studies</i>	Resources: • <i>My World Social Studies Book</i> • <i>My World Social Studies</i>	Resources: • <i>My World Social Studies Book</i> • <i>My World Social Studies</i>

	book activity pages • Let's Find Out Scholastic News magazines • 6th Grade/ K Buddies Supplemental Online Resources: • https://jr.brainpop.com/ • https://ny.pbslearningmedia.org/ • https://letsfindout.scholastic.com/home-page-logged-out.html • https://www.getepic.com/ Additional Texts • <i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate • <i>David Goes to School</i> by David Shannon • <i>The Skin You Live In</i> written by Michael Tyler illustrated by David Lee Csicsko • <i>We All Sing with the Same Voice</i> by J. Philip Miller and Sheppard M. Greene Illustrated by Paul Meisel • https://www.youtube.com/watch?v=mwS3FOn4-Ow • <i>A Little Spot of Kindness</i> by Diane Albe • <i>What Does It Mean to be Kind?</i> By Rana DiOrio Illustrated by Stephanie Jorisch	book activity pages • Let's Find Out Scholastic News magazines • 6th Grade/ K Buddies Supplemental Online Resources: • www.readworks.org The United States, Long Ago and Today What Did People Wear? Women's History Month • www.brainpopjr.com Harriet Tubman • My First Thanksgiving https://www.youtube.com/watch?v=WumiRK06Yqw • Who Was Jackie Robinson? www.readworks.org • Communication Long Ago...Today video clip https://vimeo.com/145863300 • www.brainpopjr.com Mexico www.readinga-z.com Spain • <i>Carlos's Family Celebration</i> read aloud • <i>Whoever You Are</i> by Mem Fox https://www.youtube.com/watch?v=f0J6tKoT53Y • https://www.youtube.com/watch?v=1Bs4EkXYHTM Bee-bim Bop! By Linda Sue Park	book activity pages • Let's Find Out Scholastic News magazines • 6th Grade/ K Buddies Supplemental Online Resources: • https://www.youtube.com/watch?v=21keh7LS8K8 <i>Me On the Map</i> by Joan Sweeney • www.readinga-z.com A Landforms Adventure (Level N) • www.readworks.org Learn About Maps All Kinds of Maps • www.readworks.org Seven Large Lands • Landforms picture cards (Schoolology) • Maps and Globes Labeling Activities (Schoolology) • www.readinga-z.com Earth's Water (Level H) The Coast (Level K) • www.readworks.org The Difference Between Maps and Globe • BrainPOP Jr. ○ Students will view <i>Maps</i> ○ Students will take the "easy quiz" • www.Scholasticnews.com search - Weather - (10
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	• <i>The Crayon Box that Talked</i> by Shane Derolf • <i>It's Okay to be Different</i> by Todd Parr • <i>Whoever You Are</i> by Mem Fox illustrated by Leslie Staue • <i>Sneetches</i> by Dr. Seuss • <i>Giraffes Can't Dance</i> by Giles Andrae • <i>Jobs People Do</i> by Christopher Maynard • <i>When I Grow Up</i> by P.K. Hallinan • <i>What's My Job?</i> By Lyn Calder Illustrated by Paul and Alice Sharp • <i>When I was Five</i> by Arthur Howard • <i>Officer Buckle and Gloria</i> by Peggy Rathman • Jon Follows School Rules • <i>Llama Llama Time to Share</i> by Anna Dewdney • <i>Talk and Work it Out</i> by Cheri J. Meiners • <i>Enemy Pie</i> by Derek Munson illustrated by Tara Calahan King • <i>The Selfish Crocodile</i> by Faustin Charles and Michael Terry • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide	• https://www.youtube.com/watch?v=2nYjGy_ZUG8 Hello to All The Children of The World • https://www.youtube.com/watch?v=ni_at59TzMA The World's Family (An Embracing Culture Story)	editions that address weather at each of the seasons) • www.readinga-z.com What Season Is It? (Level C) The Four Seasons (Level E) How is the Weather Today (Level F) Changing Seasons (Level F) • www.readworks.org Finding Foods • https://www.youtube.com/watch?v=CdPRZ3wjCxA Where do Fruits and Vegetables Come From? • www.readinga-z.com Needs and Wants (Level F) • https://www.youtube.com/watch?v=bfByilQFAys Beatrice's Goat • https://www.youtube.com/watch?v=4epex3iMeDM Alexander, Who Used to be Rich Last Sunday • Climate and Weather Video http://www.watchknowlearn.org/Video.aspx?VideoID=3929&CategoryID • What is Climate Change?: https://climatekids.nasa.gov/climate-change-meaning/ • Climate Change Evidence: https://climatekids.nasa.gov/climate-change-evidence/ • Greenhouse Effect: https://climatekids.nasa.gov/g
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Curriculum Guide

- <https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml>

- reenhouse-effect/
- Climate change:
<https://www.youtube.com/watch?v=Sv7OHfpIRfU>
- Polar ice cap experiment:
<https://www.science-sparks.com/melting-polar-ice-caps/>
- <https://www.youtube.com/watch?v=aAOgZ7ew7VM>
The Adventures of a Plastic Bottle read aloud
- https://www.youtube.com/watch?v=PA_yQPDV43w
- *Kenya's Art* read aloud
- <https://www.youtube.com/watch?v=UCnxNv3w3yE>
I am America read aloud
- <https://www.youtube.com/watch?v=C0H8WEpS4jg>
Be Who You Are by Todd Parr
- <https://www.youtube.com/watch?v=679Sw4IACAk>
The Colors of Us read aloud
- https://app.seesaw.me/pages/shared_activity?share_token=RtJ9u0x8R1qg4Nqea2wQsQ&prompt_id=prompt.ebaafd3d-70c1-4dc3-870d-6e3cebe39476
Martin Luther King Jr.
activity with oranges

Additional Texts

- *Sweet Clara and the Freedom Quilt*

			●  The Little Red Hen #R... <i>The Little Red Hen</i> read by Faith's Toy reviews ● <i>Lily Learns About Wants and Needs</i> by Lisa Bullard ● <i>The Pigeon Needs a Bath</i> by Mo Willems ● <i>The Pigeon Wants a Puppy</i> by Mo Willems ● <i>The Mitten</i> by Jan Brett ● <i>The Doorbell Rang</i> by Pat Hutchins
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced</i> <i>5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language

	● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research	● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research	● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research
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	• Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	• Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	• Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions
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