

Branchburg Township Public Schools

Office of Curriculum and Instruction

Kindergarten Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

Curriculum Scope and Sequence

Content Area	Social Studies	Course Title/Grade Level:	Kindergarten
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Me and My Community	4-6 weeks (September-October)
<u>Topic/Unit #2</u>	Where in the World?	4-5 weeks (mid December-January)
<u>Topic/Unit #3</u>	Culture, Families and Traditions	4 weeks (April)
<u>Topic/Unit #4</u>	Proud to be an American	4 weeks (end of May- June)

Topic/Unit 1 Title	Me and My Community	Approximate Pacing	8-9 Weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p>			
Interdisciplinary Connections:			
<p>HCM N.J.S.A. 18A:35-28, Holocaust/Genocide Education</p> <p><i>(Example: In this unit students will be learning rules and expectations for students in the classroom community. They will learn how to treat others in the classroom and how to help others that you see being treated unfairly. Through role playing and Responsive Classroom instruction students will have opportunities to role play and practice these behaviors.)</i></p> <p><i>(Example: Read Alouds and discussions about friendship and kindness will give students opportunities to learn about fair treatment of all people.)</i></p> <p><i>(Example: Lesson activities are included in the unit from the NJ Commission on Holocaust Education: Caring Makes a Difference)</i></p> <p>SL.K.4 Describe familiar people, places, things and events.</p> <p>SI.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p> <p><i>(Example: Talk about likenesses and differences among the students here at school. Students will brainstorm about what they like about themselves.)</i></p> <p>R1.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><i>(Example: Read the poem, "I'm Glad I'm Me" several times and have students follow along.)</i></p> <p><i>(Example: Students will select texts based on their interests in the "Library" exploration.)</i></p>			

W.K.8 Recall information from experiences or gather information from...sources (family) to answer a question.

(Example: Students will draw a picture of themselves and the things they love (family, sports, foods, favorite subject, etc.) They can add writing about themselves if possible.)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS2-1)

(Example: Students will identify how many letters are in their name. Students will compare the number of letters to their peers.)

(Example: Students will create a birthday chart(bar graph).

(Example: Students will compare and contrast classmates in the Observation/Venn Diagram Exploration)

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community. *(Example: create a list of classroom jobs, ways to be a helper in the community)*

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. *(Example: Students will learn about the role of bankers and banks. Students can participate in a bank/money exploration to practice saving money.)*

9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. *(Example: students will play “Community Helper Charades” to name jobs and act out the skills associated with each job.)*
(Example: students will describe and act out the skills associated with jobs in the Dramatic Play Exploration).

Computer Science and Design Thinking:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. *(Example: Students will become familiar with the chromebooks and ipads in the classroom. Class will create a chart for choices students have with each device and rules for how to use both devices safely.)*

8.1.2.DA.3: Identify and describe patterns in data visualizations. *(Example: Collect data and create visual representations to compare and contrast members of the classroom community).*

8.1.2.DA.4: Make predictions based on data using charts or graphs. *(Example: Students will create a birthday chart(bar graph).*

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ED.1: Communicate the function of a product or device.

<p>9.4.2.IML.2: Represent data in a visual format to tell a story about the data <i>(Example: Collect data and create visual representations to compare and contrast members of the classroom community).</i></p>	<p><i>(Example: name how technology tools help community helpers do their jobs more efficiently.)</i></p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
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| <ul style="list-style-type: none"> ● All About Me: Who am I and what makes me unique and special? How am I alike and different from others? <ul style="list-style-type: none"> ○ Each person is a special individual with unique qualities. ○ Diversity makes our classroom community special. ● Classroom Rules and Community: What does it mean to be a member of the classroom community? Why do we need rules? Why do we need leaders to make decisions? <ul style="list-style-type: none"> ○ Our classroom is a community made up of many unique individuals, and we come together to help each other learn. ○ Classroom rules help us to stay safe and maintain order in our classroom so that we can learn and grow. ○ Parents and teachers exercise authority to help resolve disputes and ensure that everyone is treated fairly. ● Fairness and Problem Solving: What is fairness and how can we solve problems in our classroom or family fairly? How can I make my classroom a better place? <ul style="list-style-type: none"> ○ Fairness is treating others based on their individual needs. ○ We can solve problems in ways that are safe and fair to all. ○ Students help everyone learn in the classroom when they treat everyone with respect. ○ Good citizens are involved in their home, school, and community. ● Exploring Communities: Who are community helpers? How do community helpers contribute to our community? How can I be a community helper? <ul style="list-style-type: none"> ○ Community helpers are people who help their community. Examples include: police officers, firefighters, doctors, nurses, dentists, teachers, sanitation workers, bus drivers, store clerks, etc. ○ Community helpers can help keep people safe, healthy, and keep the community running. ○ We can be community helpers by following rules, cleaning up after ourselves, and keeping our community safe and clean. You can volunteer and spend time helping others in your community. | |
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STUDENT LEARNING OBJECTIVES	
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Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
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<p>Students will know:</p> <ul style="list-style-type: none"> • Characteristics about themselves (likes/dislikes, physical appearance etc.) • What is diversity? • Diversity helps make their classroom community more special • How a classroom functions • How to navigate a classroom safely • Acceptable behaviors for the classroom • A leader is a person who is in charge of a group, organization or country • Important people/roles in our school/at home/in our community • The role of helpers in a community and how they contribute to the community • Fairness is “everyone getting what they need” • Strategies for conflict resolution • Classroom jobs • How to be a good classroom citizen 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the characteristics that make themselves unique. • Show a sense of pride in themselves • Respect others’ differences • Identify their role and responsibilities in the classroom. • Identify rules for the classroom and their purpose. • Identify leaders in our community and the significance of their role. • Explain ways that technology helps community helpers do their jobs • Identify ways in which they can be a community helper. • Demonstrate an understanding of fairness. • Determine appropriate solutions to conflicts. • Contribute to classroom climate in a positive manner.
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Kindergarten checklist for first trimester (Use only “personal/social development”, “speaking/listening skill development” sections) https://docs.google.com/document/d/1nk8lwPTwrCEZR-kl07BiEn0GyKUSHwAs2McOcTz-k4o/edit?ts=57da92e3
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Observational (discussions, participation, behaviors, interactions with others) • Writing/drawing tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Draw and orally describe a self-portrait • Draw and orally describe rules for the classroom • Role-play scenarios for fairness, conflict/solution, ways to contribute to classroom

Benchmark Assessments
(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

Kindergarten SS Benchmark Assessment

- Students will draw a picture of them being a responsible citizen in either their school, home, or country.
- Students will explain what they are doing in the picture and how that shows good citizenship.
- This assessment will be given 2 X per year (September and June)
- [Benchmark Assessment Rubric](#)

RESOURCES

Core instructional materials:

- [Unit 1 Lesson Ideas](#)
- [Mentor Texts](#)
 - *It's Okay to Be Different* by Todd Parr
 - *The Same but Different Too* by Karl Newson
 - *Pink is For Boys* by Robb Pearlmann
 - *Hair Like Mine* by LaTashia M. Perry
 - *Skin Like Mine* by LaTashia M. Perry
 - *Leo the Late Bloomer* by Robert Kraus
 - *Do Unto Otters!* by Laurie Keller
 - *Helpers in My Community* by Bobbie Kalman
- [Exploration Ideas](#)
- [Caring Makes a Difference Lessons from NJDOE](#)
- **Professional Textbooks:**
 - **The First Six Weeks of School** - Responsive Classroom
 - **The Morning Meeting Book** (Suggested greetings/activities):
 - Cheer greeting p.161
 - Different language greeting p.162
 - Where is ____? p.173, Bingo p.181
 - Memory Name Game & Incorporations p. 190
 - One Thing You Like to Do p.193
 - Three Question Interview p.197

Supplemental materials:

- **Online Resources:**
 - "I Am Special" Sesame Street clip <http://www.youtube.com/watch?v=Gms-Yk7mzv4>

- “What I Am” music video featuring Will.i.am and Sesame Street characters <http://www.youtube.com/watch?v=cyVzjoj96vs>
- Circle time name song <http://www.aplaceofourown.org/activity.php?id=296>
- www.BrainpopJr.com - Kindergarten, School, Friends, Bullying, Community Helpers
- Fairness coloring sheet - <https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/teach-09.pdf>
- Clifford Video on playing fair (2 minutes) - http://www.scholastic.com/cliffordbebig/big_ideas/video_playfair.htm

- **Assorted texts from classroom leveled library**

- **Second Step Health Cards**

- Unit 1 Lesson 8 (Card 12): I Care
- Unit 1 Lesson 9 (Card 13): I Help
- Unit 2 Lesson 5 (Card 19): Dealing with not getting what you want
- Unit 3 Lesson 4 (Card 25): Fair Ways to Play
- Unit 3 Lesson 7 (Card 29 & 30): Learning to Have Fun with Our Friends
- Unit 3 Lesson 8 (Card 31): Joining In

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Where in the World?	Approximate Pacing	8-9 Weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>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).</p> <p>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).</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>			
Interdisciplinary Connections:			
<p>SL.K.1 Participate in collaborative conversations with diverse partners.</p> <p>SI.K.2 Confirm understanding of text read aloud or information presented orally by asking or answering questions. <i>(Example: Show the students a globe. Ask them questions related to the globe. (i.e. Do you know what this is? It is a model of the Earth, the planet on which we live. Why is part of the globe blue? It represents the water: oceans, rivers and seas. Can you guess where we live on the Earth? Point to where you live.)</i></p> <p><i>(Example: Show the students a map. Ask them questions related to the map. (How is a map different than a globe? One is round and one is flat. One shows a model of the whole Earth in a smaller size. When would we use a globe and when would we use a map?)</i></p> <p>R1.K.4 Ask and answer questions about unknown words in a text.</p> <p>R1.K.10 Actively engage in group reading activities with purpose and understanding. <i>(Example: Read the book <u>Follow That Map: A First Book of Mapping Skills</u>. As you read, reinforce the vocabulary words relating to maps.)</i></p> <p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. <i>(Example: Students will create a map of the classroom.)</i></p>			

W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

(Example: Students will label the map of their classroom (door, table, bathroom, etc).)

MP.5 Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3)

KGA1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

(Example: Students will use the map key to find a hidden treasure in the classroom.)

(Example: Math center - Use positional words (near, far, next to) to describe where things are on a map.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change <i>(Example: students will create an “action plan” for how they can positively impact climate change at home and school)</i></p> <p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults <i>(Example: students will be given access to books and appropriate multimedia resources to explore and find information about climate change. Students will discuss their findings.)</i></p> <p>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. <i>(Example: Discuss the different technologies that help community workers do their jobs.)</i></p> <p>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</p>	<p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. <i>(Example: After exploring different locations through maps, Google Earth, etc. discuss the lifestyle of children in that location. Compare and contrast how their lives are the same and different to yours.)</i></p> <p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. <i>(Example: Students will work in groups to sort products as natural resources or man-made resources.)</i></p> <p>8.2.2.ETW.2: Identify the natural resources needed to create a product. <i>(Example: Students will articulate which natural resources were used to make the products on the “man-made resources” portion of their sorting activity.)</i></p> <p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p>

<i>(Example: Explore maps and places using virtual tools such as Google Earth to learn more about those places.)</i>	<i>(Example: Discuss the different technologies that help community workers do their jobs.)</i>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Celebrating Around the World: How do communities around the world celebrate? <ul style="list-style-type: none"> ○ Different countries/cultures have different celebrations. ○ Many different holidays share the ideas of family, giving, food, music, games, decorations, clothing as ways to celebrate. ● Introduction to maps: How do you find people and places? <ul style="list-style-type: none"> ○ Maps and globes are tools that help us identify places. ○ Water vs land ○ Map Key (positional words) ● Landforms and Natural Resources: What are landforms and natural resources? <ul style="list-style-type: none"> ○ Landforms are natural features found on Earth's surface. ○ Natural resources are materials or substances such as water, forests, or land that occur in nature. ○ People and weather can affect landforms and natural resources. ○ People and animals live in different places based on their different needs and available resources. ● Environmental Awareness: Where do I live? What role can I play in helping the Earth? <ul style="list-style-type: none"> ○ We can identify where we live by knowing the street address, city, state, and nation in which one lives. ○ Humans have an impact on their environment. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Holidays/traditions vary from family to family and around the world (Christmas, Hanukkah, Diwali, Kwanzaa, etc.) ● Maps can show simple drawings of classrooms, playgrounds, neighborhoods ● Globes are models (sphere) of the Earth ● A model is a 3D representation of something ● Land and water features on maps and globes are shown by different colors ● Places can be located using directions ● Directional and positional words such as “turn, straight, left, right, above, next to,” etc. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe holidays celebrated by individuals/families in our classroom/around the world. ● Explain that a map is a drawing of a place and a globe is a model of the Earth. ● Differentiate land and water features on simple maps and globes. ● Explain that maps and globes show a view from above. ● Explain that maps and globes show features in a smaller size. ● Use a map to give simple directions.

<ul style="list-style-type: none"> • Different viewpoints - eye level or map view (from above) • Branchburg is the city, New Jersey is the state, the United States is a country where we live • Home address identifies where you live • House number and street name • Where New Jersey and the United States are located on a map/globe • Definition of landforms and natural resources as features that occur naturally on Earth's surface • How people use natural resources • Different types of weather can change the availability of resources • The basic idea of climate change and global warming • The choices people make can impact climate change 	<ul style="list-style-type: none"> • Identify and describe different landforms by their physical features using pictures/photos of mountains, hills, rivers, lakes, roads, etc. • Identify ways people use natural resources. • State the street address, city, state, and nation where he/she lives. • Describe how people/weather can affect landforms or natural resources. • Describe how the availability of natural resources influence where/how people live/work in NJ and the United States. • Identify things as natural or man-made using technology. • Identify the natural resources used to create different products. • Discuss basic concepts dealing with climate change. • Identify several ways students can impact climate change.
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Map/Globe Labeling and Coloring Assessment (https://drive.google.com/open?id=0BzfkDjx_pPQxWUVEbzFZbVpDa1U) • Man-made and Natural Resources cut and sort (https://docs.google.com/file/d/0B_fZlkKfUOxUdXVQOGRZMGdPckE/edit) • Create a simple map • Class Book and Climate Change Squad ceremony
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Observational (discussions, participation) • Writing/drawing tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Building maps, landforms, continents with playdough (possible play centers idea) • Draw/label maps and globes • Make a book with pictures of places where we live (Branchburg, New Jersey, United States, Earth) • Give students materials for building their own town (during exploration centers or even as a STEM Challenge). Ask them what kind of buildings/places they included in their town and why. • Make a paper-mache globe • Have students write and address a postcard/letter to their house.

	<ul style="list-style-type: none"> • Students create an “address book” with personal information.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Kindergarten SS Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will draw a picture of them being a responsible citizen in either their school, home, or country. • Students will explain what they are doing in the picture and how that shows good citizenship. • This assessment will be given 2 X per year (September and June) • Benchmark Assessment Rubric
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • Unit 2 Lesson Ideas • Mentor Texts • Unit 2 Exploration Ideas • Professional Texts: <ul style="list-style-type: none"> ○ The Morning Meeting Book 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Background article: https://www.naeyc.org/resources/blog/anti-bias-and-holidays • Online Resources: <ul style="list-style-type: none"> ○ www.BrainPopJr.com - Winter Holidays, Calendars and Dates, Elapsed Time ○ Discovery Education - Winter Holidays, Families ○ Holidays Around the World Video - https://www.youtube.com/watch?v=ux2QpVYPM1s ○ www.BrainPopjr.com - Landforms, Reading Maps, Continents and Oceans, Natural Resources, Temperature ○ https://www.youtube.com/watch?v=fqsCWZtZlk4 the seven continents song by silly school songs ○ Discovery Education (natural resources for K-2) https://app.discoveryeducation.com/learn/videos/931be53b-b523-485a-b8ed-096650498028?hasLocalHost=false ○ Access the movie clip of the earth from space at www.pcworld.com/downloads/file/fid,2839-order,1-page,1-c,videoclips/description.html or a still image at www.harmsy.freeuk.com/images/gaia2.jpeg ○ Do sorting activity on the Smartboard as a whole class (http://exchange.smarttech.com/details.html?id=4a90e56b-2513-42aa-a477-8c68f47fb23a - click “Open in SMART Notebook Express”) ○ Address and Phone Number activities: http://lastingthumbprints.com/8-ways-to-teach-children-their-address-and-phone-number/ 	

- In the book room (Social studies aisle) there are laminated mats that show the world map on one side and the US map on the other, urban and rural maps, mini mal maps/other side is a neighborhood map, and community maps. All maps are double sided and you can use dry erase markers with them.
- Possible morning meeting activity - Toss the globe and see where you will visit today. (Each class has an inflatable globe purchased in 2016-17 school year.)
- **Read Alouds:**
 - This is My Town by Mercer Mayer (<https://www.youtube.com/watch?v=FrOELiPZuhA>)*
 - Places in My Community by Bobbie Kalman*
 - Me On the Map by Joan Sweeney (<https://www.youtube.com/watch?v=b0cjSXC2rHE>)*
 - Looking at Maps and Globes (Rookie Read-About Geography Book)*
 - The Seven Continents (Rookie Read-About Geography Book)*
 - “Water, water everywhere” (Council for Economic Education) Students identify water and land as examples of natural resources, investigate sources of water and identify some ways in which humans make use of water as an economic resource, specifically for agriculture, transportation and recreation.
 - I Read Signs (Toban, 1987)—book of signs for pre-readers or starting readers. Identify places read about or visited. Students identify traffic signs they have seen, and discuss where they are and what purpose they serve. Over in the Meadow (Lanstaff, c 1800) traditional poem about animals that live in the meadow (can be sung). Compare the meadow with your city or town.
- **Assorted texts from classroom leveled library**

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Culture, Families and Traditions	Approximate Pacing	8-9 Weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>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.</p> <p>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).</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>			
Interdisciplinary Connections:			
<p>SL.K.4 Describe familiar people, places, things and events.</p> <p>SI.K.6 Speak audibly and express thoughts, feelings and ideas clearly. <i>(Example: Ask students to think about their families, and to turn/talk with a friend about some things that make families special, things they enjoy doing with their families. Also, share ways that people in families help one another and love one another.)</i></p> <p>R1.K.1 Ask and answer questions about key details in text.</p> <p>R1.K.10 Actively engage in group reading activities with purpose and understanding. <i>(Example: Interactive Read aloud <u>The Great Big Book of Families</u> by Mary Hoffman)</i></p> <p>W.K.8 Recall information from experiences or gather information from...sources (family) to answer a question. <i>(Example: Share through a write-aloud or interactive writing the reasons their families are special. Independently, ask students to carefully illustrate pictures of their families, labeling the family members as an option.)</i></p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. <i>(Example: After discussion, share that families are groups of people who live together and help/care/love for one another. People need love, care, and help in order to survive.)</i></p>			

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS2-1)
(Example: Compare the number of members in each child’s family. Create a graph to show the difference.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Read Alouds and discussions about different families and cultures will give students opportunities to learn about openness to new ideas and perspectives.)</i></p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. <i>(Example: students will discuss and share about cultural experiences in their everyday lives. Students will discuss how their cultural experiences are the same or different from their classmates.)</i></p> <p>9.4.2.IML.2: Represent data in a visual format to tell a story about the data <i>(Example: Collect data and create visual representations to compare and contrast members of the classroom community).</i></p>	<p>8.1.2.DA.3: Identify and describe patterns in data visualizations. <i>(Example: Collect data and create visual representations to compare and contrast members of the classroom community).</i></p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs. <i>(Example: Collect data and create visual representations to compare and contrast members of the classroom community).</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- **Family:** What is a family? Why is it important? How is my family special?
 - Families are groups of people that love and care for each other.
 - We are part of our families and communities.
 - Families can have both similarities and differences.
- **Culture and Traditions:** What is culture? What cultures and traditions are celebrated in our classroom? How does diversity make our classroom special?
 - Some of our cultural backgrounds are similar and some are different.
 - Our perspectives are influenced by our cultural backgrounds and our experiences.

- We live in an interconnected world.
- Our symbols, monuments and holidays reflect our cultural identity.
- It is important to understand the perspectives of individuals with different cultural backgrounds and experiences.
- **Growing and Changing:** How are events connected (sequences)? How have I changed over time?
 - We and everything around us changes over time.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Family is “a group of people who love and care for each other” ● Family roles ● Families have different members (brother, sister, grandparents, aunts, uncles, cousins, etc.) ● The members of their own family ● Family members take care of one another in many different ways. ● Ability to compare/contrast ● Characteristics of families ● Definition of change ● Physical growth contributes to changes in appearance (e.g., birth, crawling, walking, loss of first tooth, and the first day of school) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the members of their families and how they love and care for each other. ● Identify similarities and differences between their families and other families in their classroom/in the world. ● Understand people have different cultural backgrounds and experiences. ● Recall events in sequence and describe their connection. ● Describe the physical changes in themselves from birth to present day.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit 3 checklist
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Observational (discussions, participation, behaviors, interactions with others) ● Writing/drawing tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to</p>	<ul style="list-style-type: none"> ● Students draw pictures of their families and explain how the members of their family influence them.

demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Have students discuss holidays in their homes and bring in symbols of holidays to share with the class. • Family Crest Project • Sequence a story in order of time (what happened first, second, third, etc.) • Students prepare a visual book of photos/drawings of themselves over time from birth to current day and explain orally how they have changed over time.
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Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Kindergarten SS Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will draw a picture of them being a responsible citizen in either their school, home, or country. • Students will explain what they are doing in the picture and how that shows good citizenship. • This assessment will be given 2 X per year (September and June) • Benchmark Assessment Rubric
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RESOURCES

<p>Core instructional materials:</p> <ul style="list-style-type: none"> • Unit 3 Lesson Ideas • Unit 3 Exploration Ideas • Mentor Texts • Professional Texts: <ul style="list-style-type: none"> ○ The Morning Meeting Book

<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Online Resources: • Assorted texts from classroom leveled library • Additional Read Alouds: (*indicates available in Whiton Library) <ul style="list-style-type: none"> ○ The Family Book by Todd Parr ○ Who's in my Family? All About Our Families by Robie H. Harris ○ Families, Families, Families! by Suzanne & Max Lang ○ Wild About Us! by Karen Beaumont ○ My Family is Forever by Nancy Carlson ○ Bear's Busy Family by Stella Blackstone ○ The Name Jar by Yangsook Choi ○ Everybody Cooks Rice by Norah Dooley ○ Families by Shelley Rotner* ○ Lailah's Lunchbox by Reem Faruqi*
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- Caleb's Hanukkah by Lisa Bullard*
- Diwali by Nancy Dickmann*
- Lighting a Lamp: A Diwali Story by Jonny Zucker*
- A Year Full of Holidays by Susan Middleton Elya
- My Two Holidays by Danielle Novak

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Proud to Be an American	Approximate Pacing	8-9 Weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>			
Interdisciplinary Connections:			
<p>ACM (Amistad Commission Mandate) <i>(Example: As part of students' exploration of historical American figures, students will spend time discussing the contributions of various African Americans, such as Martin Luther King Jr., Rosa Parks, Jackie Robinson, and Barack Obama, to America's identity.)</i></p> <p>SI.K.2 Confirm understanding of text read aloud or information presented orally by asking or answering questions. <i>(Example: Discuss what symbols are and why they are important. Discuss that they represent our country and we respect our symbols to show we are proud of and to honor our country.)</i></p> <p>R1.K.4 Ask and answer questions about unknown words in a text.</p> <p>R1.K.10 Actively engage in group reading activities with purpose and understanding. <i>(Example: Read and discuss: U.S. Symbols by Ann-Marie Kishel.)</i></p> <p>W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <i>(Example: Students can draw,color, and label. some of their American and New Jersey symbols in their Journals.)</i></p>			

<p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1),(K-2-ETS1-3) <i>(Example: Students will take a vote on their favorite American Holiday. Using tallies, the students will see which holiday was the class favorite.)</i></p>	
<p align="center">Career Readiness, Life Literacies, and Key Skills:</p>	<p align="center">Computer Science and Design Thinking:</p>
<p>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. <i>(Example: Students do simple online research on an American symbol of their choice).</i></p> <p>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. <i>(Example: Take virtual field trips to see some American monuments and symbols)</i></p>	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. <i>(Example: Students will take virtual “field trips” to various monuments or to see symbols they are learning about. Discuss how this is possible due to the internet.)</i></p>
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<ul style="list-style-type: none"> ● American Symbols: What are some important symbols of our country and New Jersey? <ul style="list-style-type: none"> ○ The United States has many symbols that hold different meanings. ○ Americans use symbols to respect and honor their country. ● American Holidays: What holidays and traditions do Americans have to celebrate their country? <ul style="list-style-type: none"> ○ Americans share patriotic songs. ○ Americans have certain traditions and holidays to celebrate their country. ● American Heroes: Who are significant leaders who have helped shape our country, real or fictional? <ul style="list-style-type: none"> ○ George Washington, Abraham Lincoln, and other past presidents/significant Americans have helped shape our country in many ways. ○ Our current president helps shape the future of our country. ○ Other important Americans such as Martin Luther King Jr. have helped shape our country. 	
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>

Students will know:

- Symbols are pictures or words that have special meanings.
- American symbols and their meanings including the following:
 - The US Flag
 - The bald eagle
 - White House
 - Pledge of Allegiance
 - National Anthem (Star Spangled Banner)
- American holidays (*as per district policy and state law) and their significance such as:
 - Labor Day
 - Commodore John Barry Day (September 13th)
 - Columbus Day (Christopher Columbus)
 - Veterans Day
 - Thanksgiving Day
 - Martin Luther King, Jr. Day
 - Presidents Day (George Washington, Abraham Lincoln, and the current President)
 - Crispus Atticus Day (March 5th)
 - Arbor Day (Last Friday in April)
 - Memorial Day
 - Flag Day (June 14th)
 - Independence Day
- Traditions are beliefs and customs passed on from older generations.
- Patriotism is having or expressing devotion for one's country.
- Patriotic songs such as:
 - The Star-Spangled Banner
 - America the Beautiful
 - God Bless America
 - You're a Grand Old Flag
- Definition of leader (review from Unit 1)
- Significant Americans (real or fictional) and their contributions such as:

Students will be able to:

- Identify important American symbols and explain their meanings/symbolism
- Discuss core American holidays and their significance
- Discuss common American traditions and their significance
- Identify significant Americans (real and fictional) and their contributions to our country.

- George Washington
- Abraham Lincoln
- Martin Luther King Jr.
- Barack Obama
- Current President of the United States
- Use student interest to guide people to study

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

- Draw/label a significant American symbol
- Draw/write about an American holiday and how it is celebrated
- Identify significant Americans using photographs/pictures (cut and paste, label)

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

- Observational (discussions, participation)
- Writing/drawing tasks

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- Draw and label american symbols - students make a book with drawings or pictures of different symbols (flag, eagle, etc.)
- Draw/write about American holidays
- Design their own flag or symbol to represent the classroom and explain it to a partner/the class
- Sort significant US symbols vs non-significant pictures on the SmartBoard

Benchmark Assessments
(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

Kindergarten SS Benchmark Assessment

- Students will draw a picture of them being a responsible citizen in either their school, home, or country.
- Students will explain what they are doing in the picture and how that shows good citizenship.
- This assessment will be given 2 X per year (September and June)
- [Benchmark Assessment Rubric](#)

RESOURCES

Core instructional materials:

- [Unit 4 Lesson Ideas](#)
- [Unit 4 Exploration Ideas](#)
- [Mentor Texts](#)

Supplemental instructional materials:

● Online Resources

- www.BrainPopJr.com - US Symbols, Statue of Liberty, Thanksgiving
- Shared Reading Book -
<https://www.teacherspayteachers.com/Product/FREE-American-Symbols-Reader-for-Presidents-Day-2366178>
- Songs:
 - My Country Tis of Thee <https://www.youtube.com/watch?v=pG1W7JDWv50>,
<https://www.youtube.com/watch?v=u0ywDLpfBHg> (lyrics)
 - [You're a Grand Ol' Flag](#)
 - [This Land is Your Land](#)

● Read Alouds: (*indicates available in Whiton Library)

- F is for Flag by Wendy Cheyette Lewison
- US Symbols by Ann-Marie Kishel
- The Bald Eagle by Norman Pearl
- She Persisted by Chelsea Clinton
- The White House by Jon Wilson*
- The Washington Monument by Frederic Gilmore*
- The American Flag: an American Symbol by Alison Elderidge*
- Honest Abe Lincoln: Easy to Read Stories about Abraham Lincon by David Adler*
- George Washington: farmer, soldier, president by Pamela Hill Nettleton*
- The Bald Eagle by Judith Jango-Cohen*
- Memorial Day by Mir Tamim Ansary*
- The Flag We Love by Pam Munoz Ryan*
- A Flag for Our Country by Eve Spencer*

● Assorted texts from classroom leveled libraries

● EXPLORATION CENTERS IDEAS:

- Art center - Draw/create U.S. Symbols using different materials, coloring/tracing sheets regarding U.S. Symbols, design your own flag
- Library center - Shared reading of patriotic songs/poems, non-fiction books on american symbols, symbols and holidays/traditions books
- Math center - sorting important American symbols vs non-significant pictures

- Puzzle center - Draw a picture of a famous American symbol, cut into medium pieces, place into a baggie and place into the Puzzle center
- Writing center - Create your own patriotic song for America. Or, see performance tasks (create a symbols book to add to the class library), write/draw how they would contribute to our country if they were President
- Construction center - put pictures of American monuments (Statue of Liberty, White House, Washington Monument, etc.) and students can try to build them using construction center materials

Modifications for Learners

See [appendix](#)