Kindergarten Social Studies Curricular Framework

UNIT 1: Myself and Others

Focus Standards:

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Pacing: September-November

Overview: This unit focuses on helping students understand the following:
- Who am I? How am I special? How am I the same as others? How am I different?
- Functions of a school: learning, interacting and socializing, school rules, rights and safety

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2** - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R5** - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **NJSLSA.R7** - Integrate and evaluate content presented in diverse media and	- All About Me book - Role Play - Make a mobile - Family Tree - Reciting of the Pledge of Allegiance - School jobs and routines - How-To book - Create classroom rules together - Morning Message Activities - Teacher observations - Journals - Class discussions - Group Projects

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formats, including visually and quantitatively, as well as in words.

NJSLSA.R10
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.K.5
- Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc

W.K.2
- Draw tell, write about topics that is well known
- Name what is being written about
- Supply additional information about topic

21st Century Skills: Career Ready Practice Standards:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- School is a place to learn.
- Rules are in place to provide safety, manage conflict, and create order.
- School workers have roles and responsibilities.
- Rules help resolve conflict and promote the common good (classroom rules).
- There are a variety of ways each student learns.
- Individuals are both similar and different.
- Individuals and families have unique characteristics.
- There are many different cultures within our classroom, community and the world around me.

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- The Pledge of Allegiance is a promise that we make as citizens of the United States of America.
- Citizenship begins with becoming a contributing member of the classroom community.
- Everyone is part of a larger neighborhood and community.
- We all have a place in our classroom, family and community.
- School is where we learn.
- Rules are important in the classroom, school, home and community.

RESOURCES	TECHNOLOGY INTEGRATION
First Day Jitters by Julie Danneberg *Following the Rules* by Regina Burch *Whoever You Are* by Mem Fox *Me and My Family Tree* by Joan Sweeney *Families in Many Cultures* by Heather Adamson *Hop, Skip, Jump* by Nicola Tuxsworth *My Two Hands/My Two Feet* by Rick Walton *It's Okay to Be Different* by Todd Parr *Hand, Hand, Fingers, Thumb* by Al Perkins *More, More, More Said the Baby* by Vera B. Williams **School & Family Rules:** *Don't Danny, Don't!* by Sharon Gordon (School Rules) *The Berenstain Bears, Trouble at School* by Stan & Jan Berenstain *No David!* by David Shannon (Home Rules) *Berenstain Bears, The Messy Room* by Stan & Jan Berenstain *It's Mine!* by Leo Lionni (Problem Solving) *The Gingerbread Boy Retold* by Jim Lawrence **School:** *School* by Samantha Berger and Pamela Chanko *This is the Way We Go to School* *The Berenstain Bears Go to School* by Stan & Jan Berenstain *The Teacher* by Megan McCombs *Did You See What I Saw?* Poems about School by Kay Winters	*http://www.timeforkids.com/* *http://www.brainpopjr.com/socialstudies/* *http://www.discoveryeducation.com/* *http://www.google.com/earth/* **STANDARDS** **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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- *Get Out of Bed* by Robert Munch (It's time for school)

It's Okay to be different

- *It's Okay to Be Different* by Todd Parr
- *The Feelings Book* by Todd Parr
- *My Many Colored Days* by Dr. Seuss
- *Today I Feel Silly and Other Moods That Make My Days* by Jamie Lee Curtis
- *Harold and the Purple Crayon* by Crockett Johnson

Primary Sources

- [Pledge of Allegiance](#)

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

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KEY VOCABULARY
Key vocabulary may include but are not limited to: **culture, family, rules, unique, community, jobs, safety, routines, procedures**

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
● WIDA Can Do Descriptors for Kindergarten* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task	● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker	● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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● Checklists ● Immediate feedback	● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies

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Personal Agendas	Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Varied Product Choices Stations/Centers Work Alone/Together

STANDARDS

6.1.4.D History, Culture, and Perspectives

Content Statements	Indicators
• The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives	• 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. • 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Identify individual personal feelings.
- Apply classroom and school rules daily.
- Participate in creating the classroom rules together as a class.
- Create a code of conduct as a class.
- Discuss the importance of school jobs and routines.
- Participate in a shared writing of a routines and procedures How-To book.
- Create an All About Me book.
- Demonstrate what it means to share.
- Identify and recognize authority.
- Demonstrate good character, values, and beliefs.

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- Recite address, telephone number, school and local community.
- Distinguish between similarities and differences among individuals as well as their likes and dislikes.
- Create a paper face and a paper face book after class discussion about faces and what they consist of: eyes, ears, nose, mouth, hair, skin color and teacher demonstration of their own face.
- Engage in quality discussion with the class after class read alouds.
- Learn to recite the Pledge of Allegiance and what it means.

UNIT 2: My Community

Focus Standards:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good

6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Unit Pacing: November-January

Overview: This unit focuses on helping students understand the following:

- what it means to belong to a community
- what it means to be a good citizen
- why communities need rules to function
- the community we are a part of (Wall Township, our neighborhoods)
- Community workers and the important roles they play

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from	- Create a class book about community helpers - Recite the Pledge of Allegiance - create posters about positive community involvement (not littering, being a good friend and neighbor, following rules)

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the text.

NJSLSA.R2
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.K.5
- Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc

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21st Century Skills: Career Ready Practice Standards:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Create a book about different community and what they look like and what similarities we all have

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ENDURING UNDERSTANDINGS
- Rules are in place to provide safety, manage conflict, and create order.   - Community workers have roles and responsibilities.   - Rules help resolve conflict and promote the common good (classroom and community rules).   - The Pledge of Allegiance is a promise that we make as citizens of the United States of America.   - Citizenship begins with becoming a contributing member of the classroom community.   - Everyone is part of a larger neighborhood and community.   - We all have a place in our classroom, family and community.   - Rules are important in the classroom, school, home and community.

RESOURCES	TECHNOLOGY INTEGRATION
Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook *Career Day* by Anne Rockwell *When I Grow Up* by Al Yankovic *A Day in the Life of… (series)* by Heather Adams *ABC Jobs* by Roger Priddy *Helpers in my Community* by Bobbie Kalman *Community Helpers from A to Z* by Bobby Kalman *Where the WIld Things Are* by Maurice Sendak *A Picture Book of Martin Luther King, Jr*. by David Adler *The Hat Seller and the Monkeys* by Baba Diakite **Primary Sources** - Pledge of Allegiance	*http://www.timeforkids.com/* *http://www.brainpopjr.com/socialstudies/* *http://www.discoveryeducation.com/* *http://www.google.com/earth/* **STANDARDS** **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

KEY VOCABULARY

Key vocabulary may include but are not limited to:
citizenship, rules, laws, recycling, safety, respect, community

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
- WIDA Can Do Descriptors for Kindergarten* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum

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- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:
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- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
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Response accommodations:
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- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions

- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

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

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	● Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

STANDARDS

6.1.4.D History, Culture, and Perspectives

Content Statements	Indicators
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WHAT IT LOOKS LIKE IN THE CLASSROOM

● Identify the community we belong to.

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- Apply classroom and school rules daily.
- Identify rules and laws that make our community safe and healthy for everyone.
- Create a list of community rules that are important to us.
- Discuss the importance of community jobs and community helpers..
- Participate in a shared writing of a community routines and procedures How-To book.
- Create an All About My Community book.
- Demonstrate what it means to be a good citizen..
- Identify and recognize authority.
- Demonstrate good character, values, and beliefs.
- Recite address, telephone number, school and local community.
- Distinguish between similarities and differences among communities.
- Engage in quality discussion with the class after class read alouds.
- Learn to recite the Pledge of Allegiance and what it means.

UNIT 3: Environment and Geography

Focus Standards:

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.

6.3. 4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Unit Pacing: January-March

Overview: This unit focuses on helping students understand the following:
- Functions of a map. Understand how to use a simple map to find a location
- What is the environment? Why is it important to care for the environment? What can we do?
- Charting the daily weather. How is the weather different in different seasons and different locations?

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INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
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ENDURING UNDERSTANDINGS

- Maps help us to understand our place in the world and help us locate places
- Technology can be used to locate places
- Protecting the environment is the responsibility of all citizens
- There are big and small ways to help the environment

RESOURCES	TECHNOLOGY INTEGRATION
Looking at Maps and Globes by Rebecca Olien *Maps and Globes* by Harriett Barton *Keys and Symbols on Maps* by Meg Greve *North, South, East, and West* by Meg Greve *Mapping Penny's World* by Loreen Leedy *Me on the Map* by Joan Sweeney *My Town* by Rebecca Treays *Where Do I Live?* by Neil Chesanow *Green* by Laura Vaccaro Seeger *Finding Spring* by Carin Berger *It's Earth Day: Little Critter* by Mercer Mayer *Touch the Earth* by Julian Lennon *If You Plant a Seed* by Kadir Nelson *The Lorax* by Dr. Seuss	*http://www.timeforkids.com/* *http://www.brainpopjr.com/socialstudies/* *http://www.discoveryeducation.com/* *http://www.google.com/earth/* **STANDARDS** **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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- *E-I-E-I-O: How Old MacDonald Got His Farm with a Little Help from a Hen* by Judy Sierra
- *The Giving Tree* by Shel Silverstein
- *Emeraldalicious* by Victoria Kann
- *Life* by Cynthia Rylant
- *Mushroom in the Rain* by Mirra Ginsburg.
- *Cloudy with a Chance of Meatballs* by Judi Barrett.
- *The Wind Blew* by Pat Hutchins.
- *Like a Windy Day* by Frank Asch.
- *Gilberto and the Wind* by Marie Hall Ets.
- *It Looked Like Spilt Milk* by Charles Shaw.
- *Little Cloud* by Eric Carle.
- *A Busy Year* by Leo Lionni.

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Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

KEY VOCABULARY

Key vocabulary may include but are not limited to:
landforms, climate, weather, environment, geography
Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

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- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

STANDARDS

Kindergarten Social Studies Curricular Framework

6.1.4.B Geography, People, and the Environment	
Content Statements	**Indicators**
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. - Places are jointly characterized by their physical and human properties. - The physical environment can both accommodate and be endangered by human activities. - Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful. 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism. 6.3. 4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

WHAT IT LOOKS LIKE IN THE CLASSROOM
- Identify places on a map.   - Apply map skills.   - Participate in creating the classroom map together as a class.   - Create a map of your dream school..   - Discuss the importance using a map.   - Participate in a shared writing of a routines and procedures How-To use a map book.   - Create an All About Maps book.   - Demonstrate what it means to share.   - Engage in quality discussion with the class after class read alouds.

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UNIT 4: Seasons, Holidays, and Cultures

Focus Standards:

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Pacing: April-June

Overview: This unit focuses on helping students understand the following:

- How holidays are different and celebrated differently around the world

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- Why it is important to celebrate differences and diversity
- How to predict weather patterns through seasons, and how the seasons affect our lives

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2** - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R5** - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **NJSLSA.R7** - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R10** - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **RI.K.5** - Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc **W.K.2** - Draw tell, write about topics that is well known - Name what is being written about - Supply additional information about topic	- All About Holidays book - Role Play - Make a mobile - Seasons book - Morning Message Activities - Teacher observations - Journals - Class discussions - Group Projects

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CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- Holidays and traditions of other cultures help us to understand the world we are a part of
- Technology can be used to help us take a virtual visit to other places and see their celebrations in action
- It is important to understand and celebrate our differences
- Weather is an important part of our daily lives. (ex. getting ready for school, outdoor sporting events)
- We will know when the seasons change and their order

RESOURCES	TECHNOLOGY INTEGRATION
Culturally Responsive Instruction for Holidays and Religious Celebrations - article from colorincolorado.org - Reading Rockets Holiday Books: - Halloween - February - Thanksgiving - Winter Holidays - Diwali books from Multicultural Kid Blogs *The Story of Kwanza* by Donna L. Washington **Primary Sources** - Images of Historical Monuments The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:	*http://www.timeforkids.com/* *http://www.brainpopjr.com/socialstudies/* *http://www.discoveryeducation.com/* *http://www.google.com/earth/* **STANDARDS** **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

KEY VOCABULARY

Key vocabulary may include but are not limited to:
stereotype, prejudice, bullying, holidays, seasons, cultures, traditions

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
[WIDA Can Do Descriptors for Kindergarten](#)* [WIDA Essential Actions Handbook](#) [FABRIC Paradigm](#) [Wall Township ESL Grading Protocol](#) *Use WIDA Can Do Descriptors in coordination with [Student Language Portraits (SLPs)](#). **Potential Accommodations for ELLs** - Personal glossary	[New Jersey Tiered System of Supports](#) [National Center on Universal Design for Learning - About UDL](#) [UDL Checklist](#) [UDL Key Terms](#) Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504	[Knowledge and Skill Standards in Gifted Education for All Teachers](#) [Pre-K-Grade 12 Gifted Programming Standards](#) [Gifted Programming Glossary of Terms](#) **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum

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- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:
- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:
- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions

- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

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

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	● Create alternate projects or assignments	

<table>
<tr><td colspan="3" align="center">At Risk Learners / Differentiation Strategies</td></tr>
<tr>
<td>
Alternative Assessments
Choice Boards
Games and Tournaments
Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas
</td>
<td>
Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities
</td>
<td>
Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together
</td>
</tr>
</table>

STANDARDS

6.1.4.D History, Culture, and Perspectives

Content Statements	Indicators
● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. ● Cultures struggle to maintain traditions in a changing society ● Prejudice and discrimination can be obstacles to understanding other cultures. ● Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. ● The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. People view and interpret events differently	● 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people. ● 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. ● 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. ● 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. ● 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. ● 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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because of the times in which they live, the experiences they have had, the perspectives Describe why it is important to understand the perspectives of other 13 held by their cultures, and their individual points of view.	● 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

WHAT IT LOOKS LIKE IN THE CLASSROOM
● Identify different cultures celebrated in different countries. ● Create a big book of different cultures and their traditions. ● Participate in creating informational posters and writing about different holidays and traditions. ● Discuss the importance of understanding and celebrating our differences. ● Participate in a shared writing of a how to celebrate different holidays. ● Create an All About Holidays book. ● Create an All About Seasons book (focusing on the seasons in NJ) ● Create a chart of the four seasons and the attributes of each. ● Demonstrate what it means to share. ● Engage in quality discussion with the class after class read alouds.