

Unit 6: Learning About the Past

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period:
Length: **Full Year - Kindergarten**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Kindergarten

Unit 6: Learning About the Past



Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Kindergarten Teacher, Emily Kafrouni

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Dr. Giovanni Cusmano, Director of Elementary Education K - 8

Mr. George Droste, Director of Secondary Education

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Unit Overview

In Unit 6 students will learn that life long ago had many similarities and differences with life today. They will learn that many people in our country's past did great things and helped others. Lastly, they will learn that we honor great people and celebrate important events on national holidays.

Enduring Understanding

- Life long ago had many similarities and differences with life today.
- Many people in our country's past did great things and helped others.
- We honor great people and celebrate important events on national holidays.

Essential Questions

- What was life like in the past?
- What was life like for children in the past?
- Who are the people that helped our country in the past?
- How do we celebrate the past?
- What was life like in the past before Dr. King worked for equal rights?

Exit Skills

By the end of kindergarten, Social Studies Unit 6, the students should be able to:

- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Establish meaning.
- Apply the concepts learned in this chapter to write a book
- Discuss the compelling question “How can we learn about life in the past.” after completing the Quest
- Recognize the meaning of history.
- Compare and contrast life long ago and life today.
- Analyze visuals and identify important details.
- Compare two or more things and identify similarities and differences.
- Identify three Americans in history.
- Compare and contrast the lives of three individuals from history.
- Identify different ways people have helped America grow.
- Recognize the meaning of several American holidays.
- Identify the people and event that specific holidays celebrate.
- Analyze visuals and identify important details.
- Recognize that everyone has a point of view.
- Compare two people’s points of view about the same topic.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1.4.A.10

Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

SOC.6.1.4.D.6

Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States

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| | government. |
| SOC.6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |
| SOC.6.1.4.D.CS9 | Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. |

Interdisciplinary Connections

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|------------|--|
| LA.RL.K.1 | With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). |
| LA.RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| LA.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |

Learning Objectives

By the end of Kindergarten, Social Studies Unit 6, students will demonstrate the ability to:

- Generate prior knowledge to gain understanding.
- Apply the concepts learned in this chapter to write a book
- Discuss the compelling question “How can we learn about life in the past.” after completing the Quest
- Recognize the meaning of history.
- Compare and contrast life long ago and life today.
- Analyze visuals and identify important details.
- Compare two or more things and identify similarities and differences.
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Suggested Activities & Best Practices

Chapter 6

- Introduce the vocabulary by having the students sing about it “We Share History.”
- Complete the Quest throughout the chapter. The Quest is to create a book.
- See the My World Activity Guide to find additional resources to complete the Quest.

Chapter 6 Lesson 1

- Complete the jumpstart activity “Act out ways you help at home.”
- Active Classroom: review all the pictures in this lesson, have the students act out one of the pictures while the others guess who they are.
- Complete the Quest Connection “Circle a toy that children played with long ago.”
- Go online so the children can explore more toys from long ago.
- See the My World Activity Guide to find additional resources and activities.

Chapter 6 Lesson 2

- Complete the jumpstart activity “Show what you do when you go to a new place.”
- Complete the Quest Connection “Underline two ways Booker T. Washington spent his time as a boy?”
- Go online to explore some ways students can write a story.
- Active Classroom: reading circle: read the students “Clara and Davie” by Patricia Polacco. Have the students think about Clara’s childhood.
- See the My World Activity Guide to find additional resources and activities.

Chapter 6 Lesson 3

- Complete the jumpstart activity “Show how you celebrate a holiday.”
- See the My World Activity Guide to find additional resources and activities.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Kindergarten Teacher's Edition, Student Activity Mats, Student myWorld Interactive book, MyWorld Activity Guide, Leveled Student Readers

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
 - www.pearsonrealize.com
 - <https://www.tikatok.com/>
- relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

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- Media Literacy

21st Century Skills

- Global Awareness
- Environmental Literacy
- Civic Literacy

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- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Intervention Strategies

- Decreasing the amount of work presented or required
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Teaching key aspects of a topic. Eliminate nonessential information
- Tutoring by peers
- Having peers take notes or providing a copy of the teacher's notes
- Providing study guides
- Allowing students to correct errors (looking for understanding)

- Marking students' correct and acceptable work, not the mistakes
 - Reducing or omitting lengthy outside reading assignments
 - Allowing students to select from given choices
 - Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Modifying tests to reflect selected objectives
 - Using authentic assessments with real-life problem-solving
 - Using true/false, matching, or fill in the blank tests in lieu of essay tests
 - Reducing the number of answer choices on a multiple choice test
 - Allowing the use of note cards or open-book during testing
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
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 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
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Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology

- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- reducing the number of answer choices on a multiple choice test
- allowing the use of note cards or open-book during testing
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- modifying tests to reflect selected objectives
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- reducing or omitting lengthy outside reading assignments
- using computer word processing spell check and grammar check features
- allowing students to correct errors (looking for understanding)
- providing study guides
- having peers take notes or providing a copy of the teacher's notes
- tutoring by peers
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Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: