

Unit 5: Time and Chronology

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 5: Time and Chronology

Belleville Board of Education

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Unit Overview

In Unit 5 students will learn that things change over time. Students will learn that weather changes throughout the seasons, depending on where you live. They will learn that time can be measured. Lastly, the students will learn that there are tools to help us track time including clocks, calendars, and timelines.

Enduring Understanding

- Things change over time.
- Weather changes throughout the seasons, depending on where you live.
- Time can be measured.
- Tools that help us track time include clocks, calendars, and timelines

Essential Questions

- How do we track time?
- How do we talk about time?
- How do we measure time?
- What are weeks and months?
- How do we talk about long lengths of time?
- What are the parts of the year?
- How has the weather changed over the course of the school year? How can we tell?

Exit Skills

By the end of kindergarten, Social Studies Unit 5, 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 make a timeline.
- Discuss the compelling question “How can we tell when time changes.” after completing the Quest
- Identify past, present, and future in relation to time.
- Use the words past, present, and future to talk about time.
- Compare and contrast something in the past, present, and future.
- Recognize that sequence refers to the order in which things happen.
- Use sequence clue words to show order: first, next, then, finally.

- Differentiate between night and day.
- Identify clocks and calendars as tools that measure time.
- Identify that time can be measured in hours, days, weeks, months, and years.
- Recognize that a timeline shows the order that things happen.
- Use a timeline to determine order of events.
- Recognize that weeks and months are another way of measuring time.
- Identify a week as a length of time that is seven days long.
- Identify a month as a length of time that is about four weeks long.
- Identify the concept of a year as a length of time that is 12 months long.
- Identify a decade as a length of time that is 10 years long.
- Recognize that a generation spans more than one decade.
- Identify a century as 100 years long.
- Identify weather and how it changes throughout the year.
- Recognize that weather changes according to location.
- Use describing words to talk about weather.
- Name the seasons.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1.4.B.CS4

Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.

SOC.6.1.4.B.CS5

Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.

Interdisciplinary Connections

LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
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.10	Actively engage in group reading activities with purpose and understanding.

Learning Objectives

By the end of Kindergarten, Social Studies Unit 5, students will demonstrate the ability to:

- Generate prior knowledge to gain understanding.
- Apply the concepts learned in this chapter to make a timeline.
- Discuss the compelling question “How can we tell when time changes.” after completing the Quest
- Identify past, present, and future in relation to time.
- Identify the words past, present, and future to talk about time.
- Compare and contrast something in the past, present, and future.
- Recognize that sequence refers to the order in which things happen.
- Identify sequence clue words to show order: first, next, then, finally.
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- Identify clocks and calendars as tools that measure time.
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- Recognize that a generation spans more than one decade.
- Identify a century as 100 years long.
- Identify weather and how it changes throughout the year.
- Recognize that weather changes according to location.
- Identify describing words to talk about weather.
- Identify the seasons.

Suggested Activities & Best Practices

Chapter 5

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

Chapter 5 Lesson 1

- Complete the jumpstart activity “Talk about something fun you will do today.”
- Word Wise: write the word “the” on the board, have the students count how many times they see the word on this page.
- Active Classroom: have the students act out the steps to a daily routine in the classroom.
- See the My World Activity Guide to find additional resources and activities.

Chapter 5 Lesson 2

- Complete the jumpstart activity “Act out the things you do to get ready for your day.”
- Complete the Quest Connection “What are some things you can do at night before bedtime?”
- Go online to explore some things that children do at night before bed.
- Active Classroom: Make a calendar template and allow the students to fill it in with their own activities.
- See the My World Activity Guide to find additional resources and activities.

Chapter 5 Lesson 3

- Complete the jumpstart activity “Tell when your birthday is. Ask if anyone else shares it.”
- Complete the Quest Connection “What are some things you can do in September.”
- Complete the lesson check of sequencing.
- See the My World Activity Guide to find additional resources and activities.

Chapter 5 Lesson 4

- Complete the jumpstart activity “Work in a group. Make a list of the oldest people you know”
- Active Classroom: Have the students draw a picture of all the generations in their family.
- See the My World Activity Guide to find additional resources and activities.

Chapter 5 Lesson 5

- Complete the jumpstart activity “Make a list of things you like to do when it rains.”
- Thumbs up Thumbs down: Make a statement about the weather let the students respond with their thumbs.
- Complete the Quest Connection “What are the seasons like where you live.”
- 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
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- 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.tiktok.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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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: