

# Unit 3: Work Now and Long Ago

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 3: Work Now and Long Ago**



**Belleville Board of Education**

**102 Passaic Avenue**

## **Belleville, NJ 07109**

**Prepared by:** Kindergarten Teacehr, 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

Board Approved:

7/16/2018

### **Unit Overview**

---

In Unit 3 students will learn about how work long ago had many similarities and differences with work today. They will learn that children's jobs at school include learning, working hard and getting along with others. Students will learn that there are many different types of jobs that use a wide variety of tools and how modern tools make our lives easier today. Lastly, the students will learn that when decided between two things there are often costs and benefits.

## Enduring Understanding

---

- Work long ago had many similarities and differences with work today.
- Children's jobs at school include learning, working hard, and getting along with others.
- There are many different types of jobs that use a wide variety of tools.
- Some modern tools make our lives easier today.
- When deciding between two things, there are often costs and benefits.

## Essential Questions

---

- How have jobs changed over time?
- What are some of the reasons people work?
- What are some jobs people do at school?
- Who are some of the people that work in a school?
- Who are some people that work in a community?
- How have some jobs changed over time?
- How would life be different if you had to walk everywhere?
- Do you think life was easier or harder in the past?

## Exit Skills

---

By the end of kindergarten, Social Studies Unit 3, the students should be able to:

- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Establish meaning.
- Explore potential jobs for later in life.
- Brainstorm, plan and explore the quest topic.
- Discuss the compelling question “How do people choose a job?” after completing the Quest
- Explain the reasons why people work.
- Explore the difference between needs and wants.
- Recognize that people make money through their jobs to provide the things they need and want.
- Recognize the difference between costs and benefits.
- Use a chart to compare costs and benefits.
- Identify the importance of a child’s job at school.
- Recognize role and purpose of jobs at school.
- Analyze visuals and identify important information.
- Name familiar community helpers.
- Identify many of the jobs within a community and understand their purpose.
- Discuss making and selling things.
- Compare and contrast jobs long ago and jobs today.
- Recognize that tools make some jobs faster, as well as how some tools have changed over time.
- Analyze visuals and identify important details.
- Compare and contrast life long ago and life today.
- Identify the main idea in a story or a paragraph.
- Identify supporting details in a story or paragraph.

SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.

## Interdisciplinary Connections

---

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
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 3, students will demonstrate the ability to:

- Generate prior knowledge to gain understanding.
- Create and play a game using concepts from this chapter.
- Explore potential jobs for later in life.
- Brainstorm, plan and explore the quest topic.
- Discuss the compelling question “How do people choose a job?” after completing the Quest
- Explain the reasons why people work.
- Explore the difference between needs and wants.
- Recognize that people make money through their jobs to provide the things they need and want.
- Recognize the difference between costs and benefits.
- Create a chart to compare costs and benefits.
- Identify the importance of a child's job at school.
- Recognize role and purpose of jobs at school.
- Analyze visuals and identify important information.
- Identify familiar community helpers.
- Identify many of the jobs within a community and understand their purpose.
- Discuss making and selling things.
- Compare and contrast jobs long ago and jobs today.
- Recognize that tools make some jobs faster, as well as how some tools have changed over time.

- Analyze visuals and identify important details.
- Compare and contrast life long ago and life today.
- Identify the main idea in a story or a paragraph.
- Identify supporting details in a story or paragraph.

## **Suggested Activities & Best Practices**

---

### Chapter 3

- Introduce the vocabulary by having the students sing about it “Lots of Jobs”
- Complete the Quest throughout the chapter. The Quest is to dress as and act out the job that you want to do when you get older for your friends to guess.
- See the My World Activity Guide to find additional resources to complete the Quest.

### Chapter 3 Lesson 1

- Complete the jumpstart activity “Act out and take turns talking about something you can do to help your family.”
- Go online and complete the interactive lesson review.
- Look at pictures to identify things that are needs and wants.
- Think-pair-share: think of a decision you have made recently, what are the benefits and the costs of that decision.
- See the My World Activity Guide to find additional resources and activities.

### Chapter 3 Lesson 2

- Complete the jumpstart activity “Turn to a partner. Tell about the work you do at school.”
- See the My World Activity Guide to find additional resources and activities.

### Chapter 3 Lesson 3

- Complete the jumpstart activity “Act out a visit to a favorite place of work in your community.”
- Go online so the children can explore more about jobs in the community.
- Complete the Quest Connection “Underline the names of workers who grow or make things.”

- See the My World Activity Guide to find additional resources and activities.

#### Chapter 3 Lesson 4

- Complete the jumpstart activity “Work with a partner. Write and draw a list of classroom jobs. Take turns acting them out.”
- Complete the Quest Connection “ tell a friend about a job that uses computers.”
- Go online to see how tools have changed over time.
- 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**

---

## **Ancillary Resources**

---

[www.pearsonrealize.com](http://www.pearsonrealize.com)

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

## **Technology Infusion**

---

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- [www.pearsonrealize.com](http://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

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

## **21st Century Skills**

---

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

- Civic Literacy
- 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
- 
- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - 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.
  - 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
  - using videos, illustrations, pictures, and drawings to explain or clarify

## **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
- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- decreasing the amount of work presented or required

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- 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 computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## 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:

