

# Unit 4: Geography of the Neighborhood

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 4: Geography of the Neighborhood**



**Belleville Board of Education**

**102 Passaic Avenue**

**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

Board Approved:7/16/2018

## **Unit Overview**

---

In Unit 4 students will learn that globes and maps are representations of Earth and places on Earth. They will learn that we live in neighborhoods and have rules that keep us safe. Lastly, students will learn that people use natural resources to satisfy basic needs.

## **Enduring Understanding**

---

- Globes and maps are representations of Earth and places on Earth.
- We live in neighborhoods and have rules that keep us safe.
- People use natural resources to satisfy basic needs.

## Essential Questions

---

- What is the world like?
- What is relative location?
- How can I use globes and maps?
- What are the parts of a map?
- What are my home and neighborhood like?
- How do we make our neighborhood safe?
- How do people use resources today and long ago?

## Exit Skills

---

By the end of kindergarten, Social Studies Unit 4, 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 and play a game.
- Discuss the compelling question “What can maps show?” after completing the Quest
- Compare and contrast the relative locations of people, places, and environments.
- Recognize several different location words.

- Realize that places, and their relative advantages and disadvantages, can change over time.
- Recognize what a globe represents and how to use one.
- Recognize what a map represents and how to use one.
- Recognize that maps have symbols that represent real things.
- Identify different parts of a map and what information they show.
- Recognize how to ask and answer questions about a text or image.
- Describe the absolute location of a place, using an address.
- Recognize that people live in neighborhoods.
- Identify different ways people get from place to place.
- Recognize that traffic rules keep us safe.
- Identify different traffic rules and how they keep us safe.
- Realize that places have changed over time.
- Identify resources that were used long ago.
- Identify resources that are used today.
- Recognize why it is important to keep resources safe.
- Realize that a summary includes a story's main idea and details.
- Recognize how to summarize a text.

## **New Jersey Student Learning Standards (NJSL-S)**

---

SOC.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.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

## **Interdisciplinary Connections**

---

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.2	With prompting and support, retell familiar stories, including key details (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 4, students will demonstrate the ability to:

- Generate prior knowledge to gain understanding.
- Create and play a game using concepts from this chapter.
- Apply the concepts learned in this chapter to make and play a game.
- Discuss the compelling question “What can maps show?” after completing the Quest
- Compare and contrast the relative locations of people, places, and environments.
- Recognize several different location words.
- Realize that places, and their relative advantages and disadvantages, can change over time.
- Recognize what a globe represents and how to use one.
- Recognize what a map represents and how to use one.
- Recognize that maps have symbols that represent real things.
- Identify different parts of a map and what information they show.
- Recognize how to ask and answer questions about a text or image.
- Describe the absolute location of a place, using an address.
- Recognize that people live in neighborhoods.
- Identify different ways people get from place to place.
- Recognize that traffic rules keep us safe.
- Identify different traffic rules and how they keep us safe.
- Realize that places have changed over time.
- Identify resources that were used long ago.
- Identify resources that are used today.
- Recognize why it is important to keep resources safe.
- Realize that a summary includes a story’s main idea and details.
- Recognize how to summarize a text.

## **Suggested Activities & Best Practices**

---

## Chapter 4

- Introduce the vocabulary by having the students sing about it “this is my community”
- Complete the Quest throughout the chapter. The Quest is to create a map of the neighborhood.
- See the My World Activity Guide to find additional resources to complete the Quest.

### Chapter 4 Lesson 1

- Complete the jumpstart activity “Play a game. Take turns telling where something is in your classroom.”
- Go online and complete the interactive lesson review.
- Active classroom- play Simon says to review location words.
- See the My World Activity Guide to find additional resources and activities.

### Chapter 4 Lesson 2

- Complete the jumpstart activity “Make a list of places you would like to see. Use words and pictures”
- Complete the Quest Connection “What places would you draw on your map?”
- See the My World Activity Guide to find additional resources and activities.

### Chapter 4 Lesson 3

- Complete the jumpstart activity “Turn to a partner. Take turns telling what you know about maps.”
- Go online so the children can explore parts of the map.
- Complete the Quest Connection “Tell someone how to get from place to place on this map.”
- Complete the lesson check to find main idea and details.

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

#### Chapter 4 Lesson 4

- Complete the jumpstart activity “Act out something you can do in your neighborhood.”
- Complete the Quest Connection “ Draw symbols for a legend of your neighborhood.”
- Go online to explore aspects of our homes and neighborhood.
- See the My World Activity Guide to find additional resources and activities.

#### Chapter 4 Lesson 5

- Complete the jumpstart activity “Make a list of safety rules you follow in your classroom.”
- See the My World Activity Guide to find additional resources and activities.

#### Chapter 4 Lesson 6

- Complete the jumpstart activity “Talk with a partner. Tell about things you find in nature.”
- Draw to Learn: Have the students draw a picture of a natural resource. Have the students exchange pictures and draw that natural resource being used.

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

<https://www.tikatok.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

- 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
- Multi-sensory 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: