GR K-2 - Interdisciplinary Social Studies and ELA

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - June**
Status: **Published**

Unit Overview

K-2 Social Studies

Intent and Spirit of the Social Studies Standards

"All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages." 2020 NJSLS - SS

The HMH Into Reading ELA Program adopted by Galloway Twp Schools serves as an interdisciplinary approach to meet all of the K-2 Social Studies Standards listed below.

Standards

6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6	Explain what government is and its function.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
6.1.2.EconET.1	Explain the difference between needs and wants.
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.
6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Materials/Activities/Resources

Core materials: HMH Into Reading, Rigby Guided Reading. See ELA grade level curriculum for detailed essential

questions and learning goals.

Supplemental Resources:

Newsela Social Studies Compendium: https://newsela.com/signin

Flocabulary: www.Flocabulary.com

Amistad curriculum resources are offered here: https://4.files.edl.io/26a7/06/23/21/204522-72495fc8-34ee-4ff4-b88b-37a8b2f3052a.pdf

NJ Mandated Curriculum Galloway Teacher Resource Crosswalk

Technology

BrainPopJr. and Full list on district teacher page

Map resources:

https://mapmaker.nationalgeographic.org/

https://earth.google.com/web/

Assessment

Formative Assessment

- Teacher Observation
- Graphic Organizers
- Student Forms

Summative Assessment

- Daily Lesson Checks and Correct & five question comprehension quizzes in GR lessons and weekly

assessments in HMH Into Reading

Accommodations & Modifications

Special Education

- In class/pull out support with special ed
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA

- Mixed Ability Grouping

504

- In class/pull out support with special ed
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- Leveled texts in NewsELA

- PEP Program

Interdisciplinary Connections

Cross-curricular:

ELA

K (Modules 2, There's Only One Me!; 3, My Community Heroes; 6, Home of the Free and the Brave)

1 (Modules 2: My Family, My Community; 6: Celebrate America; 7 The Big Outdoors)

2 (Modules 1: Be a Citizen; 5, Lead the Way; 7 Everyone has a Story)

Climate Change

K (Module 8: From Plant to Plate)

1 (Module 5: Now You See It (Seasons); Module 7: The Big Outdoors; Module 9: Grow Plants, Grow)

2 (Module 6: Weather Wise; Module 9: Home Sweet Habit)

Amistad

K (Module 3: My Community Heros; 6: Home of the Free and the Brave)

1 (Module 1: Nice to Meet You; 2, My Family, My Community; Module 4: Better Together; Module 10)

2 (Module 7: Everyone Has a Story; 10: Many Cultures, One World; Whoosh)

AAPI

K (Module 6: Home of the Free and the Brave; 3: My Community Heroes)

1 (Module 1: Nice to Meet You; 2, My Family, My Community; Module 4: Better Together)

2

Holocaust/Genocide

Second Step Lessons

K (Module 2, There's Only One Me! ; 3, Community Heroes;)

1

2 (Module 3: Meet in the Middle)

NJ Mandated Curriculum: Galloway Teacher Resource Crosswalk

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Career Ready Practices

- 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.