Unit 3: Taking Care of Our World

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **Trimester 3**
Status: **Published**

Summary

In Kindergarten Social Studies, students examine maps, geography, needs and wants. With a particular focus on belonging, both to a community and within the world. Developmentally appropriate lessons related to spatial awareness, financial responsibility, and civic competence are also included as introductions to these important topics that will be explored in greater detail in grades one and two.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on “Taking Care of Our World” where students will learn; where people live; maps are symbols of a place, geography can be used to identify culture; economic decisions are made by individuals and government (communities); and individuals make decisions based on their needs and wants. By the end of this unit, students will be able to; explain why a location is a good place to live; identify landmarks and symbols on a map; recognize cultural identity on a global level; and explain the choices and value between needs and wants in their individual lives.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students’ post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the 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.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.3	With prompting and support, identify characters, settings, and major events in a story.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.K.4	Ask and answer questions about unknown words in a text.

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9.1.2.FP.2	Differentiate between financial wants and needs.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
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.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
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).
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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).
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.

LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions and Enduring Understandings

Essential Questions:

- How do maps help us understand our surroundings?
- How might geography differ depending on a location?
- How do people gain access to the things they need?

Enduring Understandings:

- A map is a symbolic representation of selected characteristics of a place.
- Individuals make decisions based on their needs, wants, and the availability of resources.

Objectives

Students will know:

- The purpose of a globe or map is to outline places
- Maps show key features of a specific area
- Positional phrases and geospatial landmarks (ex: “under the slide on the playground”) can help to identify locations
- The Earth’s surface varies - a map can show these differences (basic geographic differences - i.e. lake, ocean, mountain, etc.)
- People speak a native language - not everyone’s native language is the same
- People have different jobs in society this allows them to make money to pay for things they need and want
- Currency is a way we can pay for things is our society
- When we want something, we can save our money to buy it

Students will be skilled at:

- Distinguishing between maps and globes as well as their purpose.
- Understanding positional phrases, directionality and location.

- Differentiating between geographic differences.
- Recognizing the value of earning money and the impact it has for needs and wants.
- Describing the difference between a want and a need.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit 3 Inquiry Project (TCI p. 124-128)

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Unit 3 Lesson 9 (p. 129) *What is In My Neighborhood? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Match Each Object with its Symbol (p. 131)

b. Vocabulary Activity: map, neighbor, neighborhood

c. Hands-On Activity/Reading: Part 1- Finding Places Part 2- Making a Map Key

d. Show What You Know: Add four places to this map. (p. 144)

3. Complete TCI Unit 3 Lesson 10 (p. 145) *Where Am I in the World? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Find the missing word. (p. 147)

b. Vocabulary Activity: city, country, state, world

c. Hands-On Activity/Reading: Part 1- Finding My Place in the World Part 2- Where in the World Circle Game

d. Show What You Know: Circle What you Know (p. 156)

4. Complete TCI Unit 3 Lesson 11 (p. 159) *How Do People Live Around the World? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Where are these students from? (p. 161)

b. Vocabulary Activity: language, law

c. Hands-On Activity/Reading: Discovering How People Live Around the World

d. Show What You Know: Compare two Countries. (p. 174)

5. Optional TCI Unit 4 Inquiry Project (TCI p. 176-180)

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

6. Complete TCI Unit 4 Lesson 12 (p. 181) *What Do People Need and Want? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Spend 10 Tokens (p. 183)

b. Vocabulary Activity: needs, shelter, wants

c. Hands-On Activity/Reading: Part 1- Going on a Shopping Trip Part 2- Learning the Difference Between Needs and Wants

d. Show What You Know: Draw a picture of one thing you want and one thing you need (p. 194)

7. Complete TCI Unit 4 Lesson 13 (p. 195) *How Can I Help Take Care of the World? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Circle Where you can Help Care for Earth (p. 197)

b. Vocabulary Activity: garbage, recycle, reduce, reuse

c. Hands-On Activity/Reading: Rescuing Our World from Harm.

d. Show What You Know: Write and Draw one way you can reduce, reuse or recycle. (p. 205)

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review,

think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assesement

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Lesson 9 “Show What You Know” (p. 144) - Students will add four places to the map.
- Lesson 10 “Show What You Know”(p. 156) - Students will circle words they know which correlate to the picture.
- Lesson 11 “Show What You Know”(p. 174) - Students will compare two countries.
- Lesson 12 “Show What You Know”(p. 194) - Students will draw one want and one need.
- Lesson 13 “Show What You Know”(p. 205) - Students will write and draw one way they can reduce, reuse or recycle.

Summative Assessments:

- Lesson 9 Assessment: What is In My Neighborhood?
- Lesson 10 Assessment: Where Am I in the World?
- Lesson 11 Assessment: How Do People Live Around the World?
- Lesson 12 Assessment: What Do People Need and Want?
- Lesson 13 Assessment: How Can I Help Take Care of the World?

Alternative Assessments:

- Unit 3 Inquiry
    - Collecting Evidence (p. 126)
    - Constructing an Argument (p. 128)
    - Taking Informed Action (p. 128)

- Unit 4 Inquiry
    - Collecting Evidence (p. 178)
    - Constructing an Argument (p. 180)
    - Taking Informed Action (p. 180)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- TCI: Social Studies Alive! Me and My World
- BrainPopJr.
- PebbleGo
- Reading A-Z

Supplemental Resources for Lesson 9:

- Geography and Map Games
- There's a Map on My Lap
- Maps of Real Places; Six Flags Great Adventure, Turtle Back Zoo, Disney Theme Parks, Sesame Place, Universal- Florida, Sea World
- Map Skills
- Pebble Go: Maps

Supplemental Resources for Lesson 10:

- Pebble Go: My World

- My Place in the World Activity
- Cranford Drone Tour
- Two Minute Tour of New Jersey
- Tour of the States
- Soarin' Around the World- Disney Ride
- NASA Earth View from Space

Supplemental Resources for Lesson 11:

- Hello Song- Different Languages
- Olympic Opening Ceremonies Journey
- Kids In Other Countries

Supplemental Resources for Lesson 12:

- Needs and Wants Game
- Needs and Wants Picture Sort
- Needs and Wants Cut and Paste Sort
- BrainPopJr.

Supplemental Resources for Lesson 13:

- US EPA for Kids Page
- NJDEP for Kids
- Solar Schools
- Recycling for Kids
- National Institute of Environmental Health Sciences

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.