



Lindenwold Public School

Course Name: English Language Arts/Social Studies	Grade Level(s): Kindergarten
BOE Adoption: October 2025	Revision(s): 10/6/2025

Course Description

This cross-curricular course combines English Language Arts and Social Studies to provide students with a rich, connected learning experience. The curriculum is designed to build strong background knowledge in key social studies concepts while developing essential literacy skills. Students will explore topics in history, civics, geography, and economics through engaging texts, discussions, and hands-on activities that foster critical thinking and meaningful connections across subjects.

Writing is embedded throughout the lessons, allowing students to respond to content, develop arguments, and share their ideas using evidence and academic vocabulary. In addition to comprehension and writing instruction, the curriculum includes a focused phonics and phonemic awareness component to support foundational reading skills. This instruction is guided by a structured phonics program, UFLI, and phonemic awareness program, Heggerty, both detailed in a separate document.

Vocabulary development is a core part of each unit, helping students grow their language skills and better understand complex concepts. By integrating reading, writing, listening, speaking, and content knowledge, this curriculum supports a well-rounded approach to literacy and social understanding, preparing students to think deeply and communicate effectively.

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Lindenwold School District Mission Statement:

The Lindenwold School Community is committed to preparing all students to meet the New Jersey

Student Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.

Curriculum and Instruction:

Lindenwold School District offers a rich, challenging, and comprehensive curriculum, from pre-kindergarten through 12th grade.

The curriculum is designed to provide students with many learning experiences that will enable them to succeed and attain fulfillment. The curriculum of Lindenwold School District is reviewed and revised on a regular basis. The cycle includes 5 stages: Review, Development, Implementation, and Evaluation.

To ensure the district continues to work towards its mission, the following curriculum and instruction goals direct our conversation:

- To ensure students are college, career, and/or military ready upon graduation.
- To provide career pathway opportunities to students.
- To vertically and horizontally align curriculum K-12 to ensure the successful transition of students at each grade level.
- To identify individual students strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable NJSL.
- To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and benchmarking.

How to read this document:

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of

each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as to how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and

components of this curriculum document.

Terms to Know:

1. **Accommodation(s)**: Accommodations are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Common Assessment**: When an assessment is used by many teachers rather than each teacher making their own assessment to measure student success. For example, all grade 6 ELA teachers may use the same summative assessment to measure student success on standards as opposed to each teacher making their own exam to measure those same standards.
3. **Differentiated Instruction**: Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. Teachers can differentiate content, process, product, or environment. Differentiated instruction can be done according to students' readiness, interest, or learning profile.
4. **Enduring Understandings**: Enduring understandings ("Big Ideas") are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted alongside essential questions within each unit in this document.
5. **Essential Questions**: These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
6. **Formative Assessment(s)**: Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
7. **Learning Activity(s)**: Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate to ensure active engagement in the learning process.
8. **Learning Assignment(s)**: Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
9. **Learning Goal(s)**: Learning goals are broad statements that note what students should know and/or be able to do as they progress through the unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
10. **Learning Objective(s)**: Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

- 11. Standards:** NJ Department of Education explains, “Building on a robust body of research, the New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning.” The curriculum is designed around these standards for each grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for students' learning.
- State: The New Jersey Student Learning Standards (NJSLS) include Preschool Teacher and Learning Standards as well as K-12 Standards for Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Language; Technology; 21st-Century Life and Careers; Language Arts Literacy; and Mathematics.
- 12. Summative Assessment(s):** Summative Assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from the summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in subsequent lessons and/or courses.
- 13. Vocabulary:**
- a. Tier I:** Everyday vocabulary terms. Examples: house, car, big, happy
 - b. Tier II:** Terms with multiple meanings across content areas. Examples: analyze, cite, observe, evaluate, harmony
 - c. Tier III:** Domain-specific terms with specific meanings. Example: metaphor, atom, photosynthesis

New Jersey Student Learning Standards (NJSLS)

The New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning. For a full overview of all nine content areas, click [HERE](#).

Integration of Financial Literacy

New Jersey's Technology Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Strand A: Income and Careers
- Strand B: Money Management
- Strand C: Credit and Debt Management
- Strand D: Planning, Saving, and Investing

- Strand E: Becoming a Critical Consumer
- Strand F: Civic Financial Responsibility 28
- Strand G: Insuring and Protecting

Interdisciplinary Standards/Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

21st Century Skills: Career Readiness, Life Literacies, and Key Skills:

These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Computer Science & Design Thinking:

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computers.

Climate Change

With the adoption of the [2020 New Jersey Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. Please click [HERE](#) for additional information regarding Climate Change.

State of New Jersey Mandates

History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35

In each curricular area, the district has adopted inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard is addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities . This will include books about and created by Asian American and Pacific Islanders.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Lindenwold Elementary Grading Guidelines

Elementary - Standards-Based Report Cards

Unit#1: Learning and Working Together	Pacing (Weeks): 5 weeks
Unit Description: ELA: In this unit, students will explore school and community by learning about the places and people that make them important. They will develop key literacy skills such as understanding print concepts, recognizing the difference between storybooks and poems, and identifying different types of texts like informational books. Students will also learn how to connect new words to their everyday experiences and practice participating in discussions by listening and sharing ideas with others. Through these activities, they will strengthen their reading, speaking, and listening skills in the context of school and community. Social Studies: In this unit, students will explore the concepts of collaboration and working together. They will examine how schools and communities serve as places where people learn, work, and support each other. Through this, students will discover the roles of teachers, helpers, and community workers, as well as the importance of rules and respect. Additionally, they will begin to understand what it means to be a responsible citizen and practice accountability.	

Essential Questions	Enduring Understandings
Social Studies: - How do people best cooperate? ELA - How do I use what I know about letters, words, and spaces to help me read and understand print? (<i>L.RF.K.1.A-D – Print Concepts</i>) - How can I use new words to talk about the things I see and do every day? (<i>L.VI.K.3.C</i>) - How do I use what I know about letters, words, and stories to help me read, understand, and talk about what I read? (<i>RL/RI.TS.K.4</i>) - How do I listen, take turns, and share my ideas respectfully with others? (<i>SL.PE.K.1.A – Participating in Discussions</i>)	- People cooperate when they make decisions and work together to get a job. - People are good citizens when they follow rules and laws. - People cooperate, share ideas, listen to others, and work together to solve problems. - Print follows rules, like reading left to right and top to bottom, and that letters, spaces, and words work together to help me read and write. - Words can be connected to real things in life. - Authors use different kinds of writing to tell stories and share ideas and information.

NJSL Standards	Learning Targets
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6.3.2.CivicsPD.1	- I can tell the difference between right and wrong and understand the consequences of my choices. Economic Thinking (6.1.2.EconET.5): - I can explain the difference between needs and wants and talk about the choices people make to meet them. Civic Engagement and Amistad Integration (6.3.2.CivicsPD.1): - I can talk about how everyone deserves to be treated fairly and with kindness, no matter who they are or where they come from. - I can recognize that people have worked together in history to make sure everyone is treated equally and respectfully.
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Instructional Strategies	Instructional Resources
Whole Group - Collaborative Reading - Think-Pair-Share - Turn and Talk - Active Classroom - Charades - Let's Vote on it - Find Your Match - Create a Collage - Reading Circle - Sing about It Small Group - Direct Instruction - Blooket, Kahoot! Additional Strategies/Center Time Project-based learning/Culminating Task	- Teacher's Manual - Discussion Lesson T30 - LEAR Lessons - Developing Literacy Classrooms - Trade Books (more ideas on page 1b) <i>A Brave Girl from Pakistan</i> by Jeanette Winter <i>Jack and the Beanstalk</i> by Mark Chambers <i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate <i>David Goes to School</i> by David Shannon <i>School's First Day of School</i> by Adam Rex <i>Officer Buckle and Gloria</i> by Peggy Rathmann by Adam Rex <i>What If Everybody Did That?</i> by Ellen Javernick - Primary and Secondary Sources - Skills Handbook

Tier II Vocabulary	Tier III Vocabulary
School, learn, choice, cooperate, problem, solution, solve, rule, community, law, leader, citizen, right, responsibility, distinguish, fact, discussion	Government, nonfiction, fiction, biographies, features of print, front cover, back cover, and title page

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented

● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Provide additional options to	● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.	● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Sentence starters ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. ● Provide additional options to demonstrate knowledge. ● SIOP model strategies	● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.
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demonstrate knowledge.				
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Related State Mandates

- ☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.
- ☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- ☐ **Other:**

- ☒ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.
See Standards
- ☒ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.
 - **SE/TE: C1 L5 pp. 20–21 Malala Yousafzai, Iqbal Masih**
- ☒ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.
See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ **9.1 Personal Financial Literacy**
 - ☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☐ **Digital Citizenship**
 - ☒ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct**
 - ☒ **Performing - Integrate, Practice, and/or Present**
 - ☒ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☒ **Connecting - Synthesize and/or Relate**

Unit# 2: National and State Symbols	Pacing (Weeks): 6 weeks
Unit Description: ELA: In this unit, Kindergarten students will explore the importance of national and state symbols such as the American flag, the bald eagle, the Statue of Liberty, and New Jersey’s state flag, bird, and flower. Students will engage with stories, informational texts, and visuals to learn how these symbols represent our shared identity, history, and values. Through read-alouds, interactive discussions, and hands-on activities, students will develop early literacy skills while making meaningful connections to civic pride and cultural heritage. Social Studies: In this unit, Kindergarten students will explore important symbols of both the United States and New Jersey to understand how they represent our shared values, history, and identity. Students will learn about the American flag, the bald eagle, the Statue of Liberty, and other national symbols, as well as New Jersey’s state flag, state bird, and other state icons. Through stories, songs, picture books, hands-on projects, and discussions, students will discover why these symbols are important, what they stand for, and how they connect us as members of a community, state, and nation.	

Essential Questions	Enduring Understandings
ELA: • What do national and state symbols represent? • How do pictures and words help us understand stories and information about symbols? • Why is it important to listen and talk with others about what we learn? Social Studies: • What are national and state symbols? • Why are symbols important to our community, state, and country? • How do symbols help us remember important people, ideas, and events? • What traditions and celebrations honor our national and state history?	ELA: • Symbols help people remember and honor important ideas about their country and state. • Illustrations and text features help us understand and learn new information. • Words can have different meanings and uses, and we can use them to describe and share ideas clearly. • Talking and listening to one another helps us build knowledge and understanding. Social Studies: • Symbols help people remember and celebrate important ideas, values, and history. • National and state symbols show pride and unity in our community, state, and country. • Communities and governments make decisions about which

	symbols represent them. • Celebrations and traditions help us understand and connect with the past.
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NJSL Standards	Learning Objectives
ELA: • L.VI.K.3.A • L.VI.K.3.B • RL.PP.K.5 • RI.PP.K.5 • RL.MF.K.6 • RI.MF.K.6 • SL.PE.K.1.B Social Studies: • 6.1.2.CivicsPD.1 • 6.1.2.CivicsDP.1 • 6.1.2.CivicsDP.3	• I can put things that are alike into groups. • I can tell how things are the same and different. • I can tell what words mean by using their opposites (like hot/cold, big/small). • I can use opposite words to show what something is like. • I can tell the difference between a story and a poem. • I can name the kind of book I am reading. • I can point to the front cover, back cover, and title page of a book. • I can tell where the story starts in a book. • I can tell who wrote the story and who made the pictures. • I can explain what the author and illustrator do. • I can tell who wrote the book and who drew the pictures. • I can explain what the author and illustrator do to help me learn. • I can listen and talk back and forth with my friends. • I can keep a conversation going by listening and answering. Social Studies: • I can talk about classroom rules and help make fair rules for everyone. • I can share my ideas and listen to others when we make decisions. • I can tell what my teacher, principal, and other leaders do to help us. • I can explain why we need leaders in school and our community. • I can work with others to solve problems in our classroom or school.

● 6.1.2.HistoryCC.3 ● 6.1.2.HistorySE.1	● I can share ways people help each other in our community. ● I can listen to stories and tell how life long ago was different from today. ● I can share what I learned about people and families from the past. ● I can use words like yesterday, today, and tomorrow to tell about events. ● I can put events in order to show what happened first, next, and last.
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Instructional Strategies	Instructional Resources
Whole Group ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Sing about It ● Picture Walk ● Class Constitution ● Types of Text sort ● Story Map ● Literacy Skill: Cause and Effect ● Quest Kick-offs ● Quest Connections ● Similarities and Differences between America themed songs (.41) ● Active Classroom ○ Draw it! ○ Look for Clues ○ Reading Circle ○ Compare-Contrast Chart ○ Create a Collage ● Timeline chart ● Past, Present, Future picture sort Small Group ● Online Interactivities	● Teacher's Manual ○ Discussion Routine p. T30 ○ Suggested Reading Resources p. 32b ● myWorld Activity Guide ● Primary and Secondary Sources - Skills Handbook ● National Park Service Website https://www.nps.gov ● Online Teacher Resources on SAVVAS realize ● LEAR Lessons - Developing Literacy Classrooms ● Trade Books (more ideas on p. 32b) ○ <i>A is for America: A Patriotic Alphabet Book</i> by Tanya Lee Stone ○ <i>Duck for President</i> by Doreen Cronin & Betsy Lewin ○ <i>O, Say Can You See?</i> by Sheila Keenan ○ <i>Red, White, and Boom!</i> by Lee Wardlaw ○ <i>The Berenstain Bears God Bless Our Country</i> by Mike Berenstain ○ <i>We Are in a Book!</i> by Mo Willems ○ <i>Don't Let the Pigeon Drive the Bus!</i> by Mo Willems ○ <i>The Day the Crayons Quit</i> by Drew Daywalt ○ <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. ○ <i>The Very Hungry Caterpillar</i> by Eric Carle ○ <i>From Head to Toe</i> by Eric Carle ○ <i>What If Everybody Did That?</i> by Ellen Javernick

● Online Games for the Chapter ● Quest Connections ● Quest Findings ● Skim the Chapter ● Vocabulary Match ● I Spy Game ● Book parts scavenger hunt ● Retelling with sequencing cards ● Rule Sorting (home vs. school rules) ● Personal Timelines Additional Strategies/Center Time Project-based learning/Culminating Task	○ <i>David Goes to School</i> by David Shannon ○ <i>Do Unto Otters</i> by Laurie Keller ○ <i>The Recess Queen</i> by Alexis O'Neill ○ <i>Officer Buckle and Gloria</i> by Peggy Rathmann ○ <i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i> by Jamie Lee Curtis
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Tier II Vocabulary (general academic, used across contexts)	Tier III Vocabulary (domain-specific, tied to social studies/civics/history)
<i>celebration, freedom, analyze, holiday, label, cause, effect</i>	<i>Nation, pledge, landmark, capital, inventor, symbol</i>

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Checks Exit Tickets Reading Checks	At the end of each unit: ● Social Studies/ELA chapter assessment	Projects Portfolios Presentations

Collaborative Reading assignment	● Unit ELA assessment ● Quest Findings	
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Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time	● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.	● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. ● Provide additional options to demonstrate knowledge.	● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

• Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			• SIOP model strategies	
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Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>)	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.
☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.	☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.
☐ Other:	☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness. See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and

Description). Sample connections can be found [HERE](#).

- ☐ Climate Change
- ☒ Other Interdisciplinary Connections:
 - ☒ ELA:
 - ☐ Math:
 - ☒ Social Studies:
 - ☐ Science:

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ 9.1 Personal Financial Literacy
 - ☐ Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
 - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ 9.2 Career Awareness and Planning
- ☒ 9.4 Life Literacies and Key Skills
 - ☒ Creativity and Innovation
 - ☒ Critical Thinking and Problem Solving
 - ☐ Digital Citizenship
 - ☐ Global and Cultural Awareness
 - ☐ Information and Media Literacy
 - ☐ Technology Literacy

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ 8.1 Computer Science
- ☐ 8.2 Design Thinking

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

- ☒ **Creating - Conceive, Develop, and/or Construct**
- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit# 3: Work Now and Long Ago

Pacing (Weeks): 6 weeks

Unit Description:

ELA: In this unit, kindergarten students will focus on developing foundational language and literacy skills. Students learn to recognize and produce rhyming words, use question words appropriately, and connect vocabulary to real-life experiences. They begin identifying key story elements like characters, setting, and major events in literature, while also understanding connections between people, ideas, or events in informational texts. Additionally, they build listening and comprehension skills by asking and answering questions about information presented through reading or media.

Social Studies: In this unit, students will explore the roles of community members, important places, and events that help communities function. Through read-alouds, discussions, and interactive activities, students will learn to identify characters and events in nonfiction texts, recognize and use key vocabulary, ask and answer questions, and connect new information to real-life experiences. The unit builds foundational literacy skills while fostering an understanding of how people and places work together in a community.

Essential Questions

ELA:

- How can rhyming help us remember important ideas or people in our community?
- How do question words help us learn more about the people around us?

Enduring Understandings

ELA:

- Rhyming words and songs make learning about community roles fun and memorable.
- Asking and answering questions helps us understand the jobs and responsibilities of community helpers.

• Why is it important to connect new words to what we already know? • What can we learn from the characters and events in stories about communities? • How do people in a community work together and help one another? • How can asking and answering questions help us understand our community better? Social Studies: • Who are the important people in a community? • What roles do they play? • How do people in a community work together? • Why are rules and places like schools and libraries important?	• We can understand new vocabulary better when we relate it to our own experiences. Characters and events in fictional stories can teach us about how people live and work together. • Communities are made up of people who work together in different ways to meet everyone's needs. • Listening to stories and information helps us learn and think about the world around us. Social Studies: • Communities work best when people share ideas, listen to others, and make decisions together. • People have jobs because they want to earn money and help their community. • People need some things to live (needs) and want other things for fun or comfort (wants). • Because we cannot always have everything we want, people must make choices. • Goods and services are made and shared in many places and then brought to us. • Different jobs need different skills and knowledge to make goods or provide services. • When people want more of something, it may become harder to get, and choices must be made. • People around the world use and share the Earth's resources in different ways.
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NJSL Standards	Learning Objectives
ELA: • L.RF.K.4	ELA: • I can read simple books and understand what they mean. • I can read to learn and enjoy stories.

• L.KL.K.1.D • L.VL.K.2.A • RL.IT.K.3 • RI.IT.K.3 • SL.II.K.2 Social Studies: • 6.1.2CivicsPI.4 • 6.1.2.EconET.1 • 6.1.2.EconET.2 • 6.1.2.EconET.3 • 6.1.2.EconEM.1 • 6.1.2.EconEM.2	• I can ask and answer questions using words like who, what, where, when, why, and how. • I can figure out when a word has more than one meaning. • I can use words I know in new ways. • I can tell who is in the story, where it happens, and what important things happen. • I can tell how two people, events, or ideas in a text go together. • I can listen carefully and ask or answer questions to show I understand. Social Studies: • I can work with others to solve a problem. • I can listen to my friends' ideas and share my own. • I can help my class make decisions together. • I can tell why people work. • I can give examples of jobs that help others. • I can explain that people use money they earn to buy things they need or want. • I can tell the difference between a need and a want. • I can give examples of things we need to live. • I can give examples of things we want but don't need. • I can explain what it means to make a choice. • I can give examples of when I had to choose one thing instead of another. • I can understand that sometimes we can't have everything we want. • I can tell what a good is and what a service is. • I can explain that people make goods and provide services. • I can share examples of where goods and services come from. • I can tell what skills a person needs to do a job. • I can match jobs with the goods or services they provide. • I can explain that workers learn skills to help them do their jobs well.
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● 6.1.2.EconEm.3 ● 6.1.2.EconNE.1	● I can explain that many people wanting the same thing can change how much of it is available. ● I can understand that when there is less of something, I might need to choose something else. ● I can give examples of how people decide what to buy. ● I can tell how people use the land, water, and air around them. ● I can explain that people in different places may use resources in different ways. ● I can share ways people take care of and share the environment.
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Instructional Strategies	Instructional Resources
Whole Group ● Sing about It ● Jumpstart Activities ● Quest Kick-offs ● Quest Connections ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Picture Walks to predict/preview before reading ● Literacy Skill: Main Idea & Details ● Active Classroom ○ Create a Collage ○ Reading Circle ○ I spy ○ Draw a Symbol ● Story Retelling with Question word cards ● Problem Solving scenarios ● Story Maps ● Needs vs. Wants picture sort ● Goods vs. Services chart	● Teacher's Manual ○ Discussion Routine p. T30 ○ Suggested Reading Resources p. 58b ● Primary and Secondary Sources - Skills Handbook ● myWorld Activity Guide ● Online Teacher Resources on SAVVAS realize ● LEAR Lessons - Developing Literacy Classrooms ● Trade Books (more ideas on p. 58b) ○ <i>Swimmy</i> by Leo Lionni ○ <i>The Little Red Hen</i> (various versions) ○ <i>Whose Hands Are These? A Community Helper Guessing Book</i> by Miranda Paul ○ <i>Those Shoes</i> by Maribeth Boelts ○ <i>A Chair for My Mother</i> by Vera B. Williams ○ <i>Something Special for Me</i> by Vera B. Williams ○ <i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst ○ <i>Curious George Goes to the Chocolate Factory</i> by Margret & H.A. Rey ○ <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes

● Role Play Scenes/scenarios Small Group ● Quest Findings ● Online Interactivities ● Online Games for the Chapter ● Quest Connections ● Vocabulary Match/Sort ● I Spy Game ● Picture/Multiple-meaning word sort ● Draw/Write simple story maps ● “Mystery bag” activity—students ask questions to guess what’s inside ● Analyze and compare/contrast two things ● Thumbs up/thumbs down Additional Strategies/Center Time Project-based learning/Culminating Task ● Job Role Play Centers ● Invite guest speakers	○ <i>Mama Panya’s Pancakes: A Village Tale from Kenya</i> by Mary and Rich Chamberlin ○ <i>The Empty Pot</i> by Demi
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Tier II Vocabulary (general academic, used across contexts)	Tier III Vocabulary (domain-specific, tied to social studies/civics/history)
<i>job, work, need, want, cost, benefit, choose, community, tool, machine, office, tablet</i>	<i>teacher, principal, nurse, carpenter, market, smiths</i>

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

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Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Checks Exit Tickets Reading Checks Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment • Quest Findings	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

• Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	
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Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. ☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness. See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ **9.1 Personal Financial Literacy**
 - ☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☒ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☐ **Digital Citizenship**
 - ☐ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ 8.1 Computer Science
- ☒ 8.2 Design Thinking

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☒ Responding - Perceive, Evaluate, and/or Interpret
 - ☒ Connecting - Synthesize and/or Relate

Unit# 4: Geography of the Neighborhood

Pacing (Weeks): 6 weeks

Unit Description:

ELA: In this unit, Kindergarten students develop early reading, vocabulary, and speaking skills that help them become confident communicators and curious learners. Children will practice recognizing and reading simple words and sentences with support. They will explore how words work by understanding how they are put together and how they can change. Through interactive read-alouds and shared reading experiences, students will learn to ask and answer questions about stories and informational texts, building comprehension skills. They will also practice sharing their thoughts and ideas in clear sentences with peers during discussions. This unit emphasizes the joy of discovering words, making meaning from texts, and expressing ideas, while laying the foundation for lifelong literacy and communication skills.

Social Studies: In this unit, Kindergarten students explore the world around them by learning about places, people, and communities. Students begin to understand how geography influences daily life, including the tools, resources, and jobs that help communities grow. They will observe and describe physical features and human-made features of their local environment, such as rivers, buildings, parks, and roads. Children investigate how people interact with the environment and use geographic tools to make simple maps and represent their surroundings. They will also learn about basic economic concepts, including goods, services, needs, wants, and the roles of people in the community. Through hands-on activities, discussions, and storytelling, students will explore history in their community, such as important people and events, and how traditions and celebrations reflect cultural heritage. This unit encourages students to observe, ask questions, and describe their world, building foundational social studies skills while fostering curiosity about people, places, and how communities function.

Essential Questions	Enduring Understandings
ELA: • How can I use the sounds I know to read words? • How does reading smoothly help me understand a story? • How do I take turns when talking with others? • Why is it important to listen to my friends and teachers? • How can I add to what my friends say? • What can I ask or say to keep a conversation going? • How can I use words to tell people what I think or feel? • How do I make sure others understand my ideas? • What questions can I ask about the story I am reading? • How can I find answers to questions in the story? • Who or what is this text about? • What important facts or information can I find in the text? • How can I ask questions to learn more? • How do I know when to ask for help or more information? Social Studies: • What makes a place special or different from other places? • How do people use the land, water, and resources around them? • How do people travel from one place to another? • What are the rules for living in our community? • How do people's actions affect the places where we live? • How do maps and pictures help us understand where things are? • How can we show our school, neighborhood, or town on a map? • What do people need and want? • How do people get the things they need and want? • How do jobs help people in our community? • How do people decide what to make, buy, or sell? • Who are the people who help our community? • How can we learn about what happened long ago in our town or state?	ELA: • Students understand that reading smoothly and correctly helps them understand the story or information. • They recognize that practicing reading helps them become better readers. • Students understand that print carries meaning and that words are separated by spaces. • Letters and words have names and sounds that help us read and write. • Students understand that punctuation and capitalization give meaning to what we read. • Sentences begin with capital letters and end with periods, question marks, or exclamation points. • Students understand that letters represent sounds and that blending sounds helps us read words. • Students understand that stories have characters, settings, and events. • They recognize that authors write to share ideas, feelings, and lessons. • Students learn to ask and answer questions about a story to understand it better. • Students understand that information texts give real facts about the world. • They learn to ask and answer questions to understand new information. • Students can use pictures, diagrams, and text features to help them learn. • Students understand that listening carefully helps them learn new ideas. • They learn to share their own thoughts and ask questions politely. • Conversations can help them understand stories, information, and ideas better. Social Studies:

• How do our community's rules and traditions help us today?	• People live in different places and the places where they live affect how they live. • Communities have physical and human characteristics that make them unique. • Maps, globes, and other tools help us understand where places are and how people use them. • The natural environment (land, water, weather) affects the choices people make in daily life. • People make choices about how to use resources to meet needs and wants. • Goods and services are produced to meet the needs of people in the community. • Communities have leaders and rules that help people work together and stay safe. • People in our community, past and present, have roles and responsibilities that help the community function.
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NJSL Standards	Learning Objectives
ELA: • L.RF.K.4 • L.KL.K.1.A • L.KL.K.1.B • L.KL.K.1.C • RL.CR.K.1 • RI.CR.K.1	ELA: • I can read simple words and sentences. • I can understand what I read. • I can write big (uppercase) and small (lowercase) letters. • I can use naming words (nouns) when I talk or write. • I can use action words (verbs) when I talk or write. • I can make words mean more than one by adding s or es. • I can ask questions about a story. • I can answer questions about a story. • I can ask questions about what I learn in a book. • I can answer questions about what I learn in a book.

• SL.ES.K.3 Social Studies: • 6.1.2.GeoPP.1 • 6.1.2.GeoSV.1 • 6.1.2.GeoSV.2 • 6.1.2.GeoSV.3 • 6.1.2.GeoSV.4 • 6.1.2.GeoHE.1 • 6.1.2.GeoHE.2 • 6.1.2.GeoHE.3 • 6.1.2.GeoHE.4 • 6.1.2.GeoGI.1 • 6.1.2.GeoGI.2 • 6.3.2.GeoGI.1 • 6.3.2.GeoGI.2 • 6.1.2.EconEM.2	• I can ask questions when I need help. • I can ask questions to get information. • I can answer questions to help others understand. Social Studies: • I can talk about where people live. • I can describe the places where I live and go. • I can tell about things people build. • I can tell about things in nature, like rivers, trees, and mountains. • I can talk about ways people use water, trees, and land. • I can explain why we need certain things from nature. • I can explain how people change places to live, work, or play. • I can explain how people use land, water, and resources to meet their needs. • I can describe how people use land and resources. • I can tell how people can help or hurt the environment. • I can describe ways my community has changed. • I can explain how we take care of parks, plants, and animals. • I can use a map to show where things are. • I can use pictures to show places in my community. • I can find my school or home on a map or globe. • I can ask questions about people and places. • I can draw pictures to show what I learn. • I can tell my friends about a place I visited or learned about. • I can tell about jobs people do.
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• 6.1.2.EconNE.1 • 6.1.2.HistoryCC.1 • 6.1.2.HistoryCA.1	• I can explain why people work. • I can tell the difference between needs and wants. • I can give examples of things people need and things they want. • I can tell about people who helped my community. • I can describe important events from long ago. • I can share special ways my family or community celebrates. • I can explain why traditions are important.
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Instructional Strategies	Instructional Resources
Whole Group • Sing about It • Jumpstart Activities • Quest Kick-offs • Quest Connections • Collaborative Reading • Think-Pair-Share • Turn and Talk • Picture Walks to predict/preview before reading • Letter/Word/Sentence Sort • Find/highlight the punctuation • Literacy Skill: Summarize • Active Classroom ○ Name that place ○ Simon Says ○ Model it! ○ Reading Circle ○ Draw to learn • Small Group • Quest Findings	• Teacher's Manual ○ Discussion Routine p. T30 ○ Suggested Reading Resources p. 80b • myWorld Activity Guide • Primary and Secondary Sources - Skills Handbook • Online Teacher Resources on SAVVAS realize • LEAR Lessons - Developing Literacy Classrooms • Trade Books (more ideas on p. 80b) ○ <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. & John Archambault ○ <i>Dr. Seuss's ABC</i> by Dr. Seuss ○ <i>Brown Bear, Brown Bear, What Do You See?</i> ○ <i>The Very Hungry Caterpillar</i> by Eric Carle ○ <i>Bear Snores On</i> by Karma Wilson ○ <i>If You Give a Mouse a Cookie</i> by Laura Numeroff ○ <i>Me on the Map</i> by Joan Sweeney ○ <i>My Community</i> by Kathryn Rathke ○ <i>A Day in the Life of a Police Officer</i> by Linda Hayward ○ <i>Room on the Broom</i> by Julia Donaldson ○ <i>The Little Red Hen</i> ○ <i>Follow That Map!</i> by Scot Ritchie

● Quest Connections ● Online Interactivities ● Online games for chapter ● Vocabulary Match/Sort ● I Spy Game ● Skim the Chapter ● Drawing Symbols ● Letter writing using clay or sand ● Rhyming/Segmenting games ● Story sequencing ● Character Analysis ● Fact vs. Opinion sort ● Main Idea vs. Details sort Additional Strategies/Center Time Project-based learning/Culminating Task ● Create a map on the computer	○ <i>Here is the World</i> by Robert E. Wells ○ <i>The Lorax</i> by Dr. Seuss ○ <i>A River Ran Wild</i> by Lynne Cherry ○ <i>Planting a Garden</i> by Karyl Evans ○ <i>Lemonade in Winter</i> by Emily Jenkins
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Tier II Vocabulary (general academic, used across contexts)	Tier III Vocabulary (domain-specific, tied to social studies/civics/history)
<i>near/far, behind/in, left/right, move, form, protect, title, address, resources, goods</i>	<i>neighborhood, street, neighbor, relative-location, harbor, globe, land, map, explorer, symbol, legend, absolute-location, transportation, traffic symbol, ramp, lumber</i>

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Checks Exit Tickets Reading Checks Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment • Quest Findings	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
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• Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			• Provide additional options to demonstrate knowledge. • SIOP model strategies	
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Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>)	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.
☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.	☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.
☐ Other:	☐ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

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- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☒ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct**
 - ☒ **Performing - Integrate, Practice, and/or Present**
 - ☒ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☒ **Connecting - Synthesize and/or Relate**

Unit# 5: Time and Chronology

Pacing (Weeks): 6 weeks

Unit Description:

ELA: In this unit, Kindergarten students will learn how letters and sounds come together to make words and how those words help us read and understand stories and information. They will practice reading with accuracy and expression, use pictures and details to learn about characters, events, and important facts, and explore new words to help them talk and write about what they know. Through fun activities like read-alouds, shared reading, phonics games, and hands-on word work, students will ask and answer questions about texts, describe what they see in pictures, and begin to understand how reading and learning new words helps them make sense of the world around them.

Social Studies: In this unit, Kindergarten students will learn about the people, jobs, and rules that help our community work. They will explore how people use land, water, and other resources to meet their needs and wants, and how different jobs help keep a community running. Through stories, activities, and discussions, students will discover how people work together, follow rules, and help one another. They will also learn how their choices can affect the places where they live and how everyone in a community has a role in making it a safe and happy place.

Essential Questions	Enduring Understandings
ELA: • How can I tell if two words rhyme? • Why do rhyming words sound similar at the end? • How can rhyming words help me with reading and writing? • How does reading smoothly help me understand a story? • How can I become a better reader? • Why is it important to read with expression and attention to words? • How can I describe people, places, or things using words? • Why is it important to use describing words when I speak or write? • How do adjectives help someone picture what I mean? • Who are the characters in the story? • Where does the story take place? • What happens first, next, and last in the story? • How can I tell someone about a story using the most important details? • What is this text mostly about? • What are the most important facts in the text? • How can I explain what I learned from the text? Social Studies: • How do people use the resources around them to meet their needs and wants? • Why is it important to share and preserve stories, traditions, and history? • How can one person's actions make a difference in their community?	ELA: • Words have sounds, and some words rhyme. • Recognizing rhyming words helps us become better readers and writers. • Reading smoothly helps us understand the story or information. • Practicing reading builds fluency and confidence. • Descriptive words (adjectives) help others understand more about what we are talking or writing about. • Using adjectives makes our speaking and writing more interesting and detailed. • Stories have characters, settings, and events. • Retelling helps us understand and remember stories better. • Key details tell us important information about a story. • Informational texts teach us facts about the world. • Identifying the main topic and key details helps us understand what the text is mostly about. Social Studies: • People use natural and human-made resources to meet their needs and wants, and their choices can affect the environment. • Cultural traditions, stories, and history are important ways that communities share knowledge and values across generations. • Every person can make contributions that help shape their community and society, and these contributions are remembered and valued over time.

NJSL Standards	Learning Objectives
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ELA: • L.KL.K.1.E • L.RE.K.4 • L.VL.K.2.B • RL.CL.K.2 • RI.CI.K.2 Social Studies: • 6.1.2.GeoHE.1 • 6.1.2.HistoryCC.1 • 6.1.2.HistoryCC.2	ELA: • I can listen to words and clap out the sounds I hear. • I can say the first sound in a word. • I can break a word into parts (syllables) and put it back together. • I can read words and sentences smoothly. • I can read with expression and proper pace. • I can read aloud so that others can understand the story. • I can use new words I learn when I talk and write. • I can use words I hear in books to tell about what I know. • I can use describing words to make my sentences better. • I can tell what happens at the beginning, middle, and end of a story. • I can talk about the characters, setting, and important events in a story. • I can use pictures and words from the story to help me retell it. • I can tell what a nonfiction book is mostly about. • I can say the important facts I learned from a book. • I can use pictures and words to help me tell the main idea. Social Studies: • I can identify natural and human-made resources around me. • I can explain how people use resources to meet their needs and wants. • I can describe ways people change or care for the environment. • I can share a story or tradition from my family or community. • I can explain why stories, songs, and traditions are important to remember. • I can listen to and talk about stories from other people and communities. • I can give examples of people who help their community. • I can explain how my actions can help my family, school, or community. • I can describe ways people in the past have made a difference in their community.
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Instructional Strategies	Instructional Resources
Whole Group ● Sing about It ● Jumpstart Activities ● Quest Kick-offs ● Quest Connections ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Picture Walks to predict/preview before reading ● Clap and segment syllables ● Vocabulary Match/Sort/Act out ● KWL chart ● BME chart ● Literacy Skill: Sequence ● Active Classroom ○ Reading Circle ○ Create a Classroom Collage ○ Act it Out! ○ Make a Calendar ○ I Spy ○ Favorite Holidays ○ Calendar of Special Days ○ Draw a Picture ○ Thumbs up/thumbs down Small Group ● Quest Findings ● Quest Connections ● Online Interactivities ● Online games for chapter ● Picture/Word matching ● Segment/Blending word activities ● Sentence building ● Character Analysis	● Teacher's Manual ○ Discussion Routine p. T30 ○ Suggested Reading Resources p. 112b ● myWorld Activity Guide ● Primary and Secondary Sources - Skills Handbook ● Online Teacher Resources on SAVVAS realize ● BrainPop Seasons video ● LEAR Lessons - Developing Literacy Classrooms ● Trade Books (more ideas on p. 112b) ○ <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. & John Archambault ○ <i>Rhyming Dust Bunnies</i> by Jan Thomas ○ <i>Sheep in a Shop</i> by Nancy Shaw ○ <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. ○ <i>The Very Busy Spider</i> by Eric Carle ○ <i>Pete the Cat: I Love My White Shoes</i> by James Dean ○ <i>Fancy Nancy</i> by Jane O'Connor ○ <i>A House is a House for Me</i> by Mary Ann Hoberman ○ <i>Caps for Sale</i> by Esphyr Slobodkina ○ <i>The Three Billy Goats Gruff</i> (Paul Galdone version) ○ <i>Goldilocks and the Three Bears</i> ○ <i>The Little Red Hen</i> ○ <i>Me on the Map</i> by Joan Sweeney ○ <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins ○ <i>From Seed to Plant</i> by Gail Gibbons ○ <i>The Lorax</i> by Dr. Seuss ○ <i>A River Ran Wild</i> by Lynne Cherry ○ <i>On the Way to the Beach</i> by Henry Cole ○ <i>The Day You Begin</i> by Jacqueline Woodson ○ <i>What Can a Citizen Do?</i> by Dave Eggers

- Sequencing Events - Role Play Scenarios Additional Strategies/Center Time Project-based learning/Culminating Task	
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Tier II Vocabulary (general academic, used across contexts)	Tier III Vocabulary (domain-specific, tied to social studies/civics/history)
<i>past, present, future, generation</i>	<i>calendar, month, week, year, decade, century, clock, weather, season</i>

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Checks Exit Tickets Reading Checks Collaborative Reading assignment	At the end of each unit: - Social Studies chapter assessment - Unit ELA assessment - Quest Findings	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented

● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Provide additional options to	● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.	● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. ● Provide additional options to demonstrate knowledge. ● SIOP model strategies	● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.
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demonstrate knowledge.				
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Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☒ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. • SE/TE: C5 Quest pp. 114, 139 ☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness. See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found HERE .
☒ Climate Change ☒ Other Interdisciplinary Connections: ☒ ELA: ☐ Math: ☒ Social Studies:

☒ Science:

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ 9.1 Personal Financial Literacy
 - ☒ Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
 - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ 9.2 Career Awareness and Planning
- ☐ 9.4 Life Literacies and Key Skills
 - ☐ Creativity and Innovation
 - ☐ Critical Thinking and Problem Solving
 - ☐ Global and Cultural Awareness
 - ☐ Information and Media Literacy
 - ☐ Technology Literacy

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☒ 8.1 Computer Science
- ☒ 8.2 Design Thinking

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☒ Responding - Perceive, Evaluate, and/or Interpret
 - ☒ Connecting - Synthesize and/or Relate

Unit# 6: Learning About the Past	Pacing (Weeks): 6 weeks
Unit Description: ELA: In this unit, kindergarteners will practice becoming strong readers and listeners. They will learn how to read simple texts with purpose and understanding and use pictures to help them figure out what the story or information is about. Students will also listen to stories and informational books to find reasons authors give for their ideas and make connections to their own lives. They will explore how pictures, charts, and other visuals give extra clues to help us understand what we are reading. By the end of the unit, students will be able to retell important parts of a story, share how a book reminds them of their own life, and explain how pictures and words work together to teach us something new. Social Studies: In this unit, kindergarten students will explore how people make decisions, solve problems together, and learn from the past. Students will discover that rules and laws help keep us safe and fair, and that working with others helps us find solutions. They will compare life in the past and present to understand how families, communities, and traditions have changed over time. Through stories, pictures, and class discussions, students will recognize that every person's experiences and contributions are important. This unit encourages children to respect different perspectives, celebrate diversity, and begin to see themselves as part of history and their community.	

Essential Questions	Enduring Understandings
ELA: • How do I use what I know to help me read and understand a story? • Why is it important to read with meaning and not just say the words? • How do words I learn connect to my life? • Why is it important to know words we use in school and at home? • Why does an author give reasons in a story? • How do reasons help me understand what the author wants me to know? • Why does an author explain ideas with reasons in informational text?	ELA: • Reading is more than saying words; it is about understanding what the words mean. • I can use what I know to help me make sense of a story or informational text. • Words have meaning in our everyday lives. • The more I connect words to what I do and see, the better I understand and remember them. • Authors use reasons to explain or support their ideas. • I can listen and look for the reasons an author gives to better understand the story. • Informational text gives reasons to help explain ideas. • I can find the author's reasons to understand new facts and

- How can I use the author's reasons to help me learn new information?
- How do pictures help me understand what I read or hear?
- Why do authors use words and pictures together?

Social Studies:

- Why do we have rules and laws?
- How do people solve problems together?
- How was life in the past the same as or different from today?
- What can we learn from the experiences of people long ago?
- Why are everyone's stories and perspectives important?
- How do families and communities change over time?

ideas.

- Pictures and words work together to tell a story or share information.
- I can use both the text and the illustrations to understand what I am reading.

Social Studies:

- Rules and laws help keep communities safe, fair, and working together.
- People can solve problems better when they listen to one another and share ideas.
- Life in the past was different from today, but people also had many of the same needs.
- History is made up of the stories and experiences of all people, not just famous leaders.
- Every person's perspective and background adds to our understanding of the past.
- Families, communities, and traditions grow and change over time, and those changes shape who we are today.

NJSL Standards	Learning Objectives
ELA: • L.RF.K.4 • L.VI.K.3.D • RL.CT.K.8 • RI.CT.K.8 • RIAA.K.7 Social Studies: • 6.1.2.CivicsDP.2 • 6.1.2.HistoryCC.3 • 6.1.2.HistoryUP.1 • 6.1.2.HistoryUP.3	ELA: • I can read kindergarten books and poems with meaning. • I can show that I understand what I read. • I can look at pictures to help me understand a story. • I can tell how the pictures give me clues about the text. • I can tell how a story reminds me of something in my life. • I can share my own experiences that connect to a story. • I can listen for the reasons an author gives to explain an idea. • I can share the author’s reasons in my own words. • I can use pictures and words to tell the big idea in an informational book. • I can explain how pictures and details help me learn. Social Studies: • I can explain why we need rules and laws. • I can follow classroom and school rules to help everyone stay safe and happy. • I can tell how life today is the same or different from long ago. • I can look at objects and pictures to learn about the past. • I can listen to stories about people and their lives. • I can share my own story and respect other people’s stories. • I can learn how different people help make our community special. • I can explain why everyone’s contributions are important.

Instructional Strategies	Instructional Resources
Whole Group • Sing about It	• Teacher’s Manual ◦ Discussion Routine p. T30

- Jumpstart Activities
- Quest Kick-offs
- Quest Connections
- Collaborative Reading
- Think-Pair-Share
- Turn and Talk
- Picture Walks to predict/preview before reading
- Big Book Exploration
- Vocabulary Match/Sort/Act out
- POV chart
- Literacy Skill: Compare and Contrast
- Active Classroom
 - Reading Circle
 - Comparing Classroom Objects
 - Draw It
 - Look in a Book
 - Who Am I?
 - Find and Point
 - Make a Speech
- Word/Number sort
- Spot the difference
- Fact Finding Scavenger hunt

Small Group

- Quest Findings
- Quest Connections
- Online Interactivities
- Online games for chapter
- Picture/Word matching
- Skim the Chapter
- I spy
- Sequencing events
- Personal Timelines

Additional Strategies/Center Time

- Project-based learning/Culminating Task
 - Family Traditions Interview

- Suggested Reading Resources p. 140b
- myWorld Activity Guide
- Primary and Secondary Sources - Skills Handbook
- Online Teacher Resources on SAVVAS realize
- LEAR Lessons - [Developing Literacy Classrooms](#)
- Trade Books (more ideas on p. 140b)
 - *What Do You Do With a Tail Like This?* by Steve Jenkins
 - *Snow is Falling* by Franklyn M. Branley
 - *It's My Turn!* by David Bedford
 - *Then and Now* by Heather Amery
 - *When I Was Young in the Mountains* by Cynthia Rylant
 - *A Picture Book of Abraham Lincoln* by David Adler
 - *The House on Maple Street* by Bonnie Pryor
 - *The Ox-Cart Man* by Donald Hall
 - *All the Way to America: The Story of a Big Italian Family and a Little Shovel* by Dan Yaccarino across generations.
 - *Planet Earth / Inside Out* by Gail Gibbons
 - *The Stray Dog* by Marc Simont
 - *A is for Activist!* by Innosanto Nagara

Tier II Vocabulary (general academic, used across contexts)	Tier III Vocabulary (domain-specific, tied to social studies/civics/history)
<i>compare, contrast, adventures, poor, letters, honor, equal, point of view, agree</i>	<i>history, customs, crop, veteran, explorer, volunteer, sailed</i>

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Checks Exit Tickets Reading Checks Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment • Quest Findings	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing	• Read tests aloud • Restate, reword, clarify directions • Use audio materials	• Restate, reword, clarify directions • Re-teach concepts using small groups	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials	• Expanding time for free reading

● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.	● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. ● Provide additional options to demonstrate knowledge. ● SIOP model strategies	● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.
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Related State Mandates

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| <ul style="list-style-type: none"> ☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other: | <ul style="list-style-type: none"> ☐ Amistad Law N.J.S.A. 18A:35-4.43
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☐ Asian Americans and Pacific Islanders P.L. 2021, c.416
Incorporate Asian American and Pacific Islander history and contributions. ☒ Holocaust Law N.J.S.A. 18A:35-28
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.
See Standards |
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Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies:**
 - ☒ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct**
 - ☒ **Performing - Integrate, Practice, and/or Present**
 - ☒ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☒ **Connecting - Synthesize and/or Relate**