Lindenwold Public School

Course Name: English Language Arts/Social Studies	Grade Level(s): Kindergarten
BOE Adoption: October 2025	Revision(s): 9/2026

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.

Unit 1 - Learning and Working Together

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? (*L.RF.K.1.A-D – Print Concepts)* ● How can I use new words to talk about the things I see and do every day? *(L.VI.K.3.C)* ● How do I use what I know about letters, words, and stories to help me read, understand, and talk about what I read?*(RL/RI.TS.K.4)* ● How do I listen, take turns, and share my ideas respectfully with others? *(SL.PE.K.1.A – Participating in Discussions)*	● 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
LRF.K.1A-D	**● I can follow words from left to right.** **● I can recognize that spoken words are represented by letters written together.** **● I can understand that words are separated by spaces in print.** **● I can recognize and name all upper and lowercase letters of the alphabet.**
L.VI.K.3.C	**● I can identify real-life connections between words and their use.**
RL.TS.K.4	**● I can recognize common types of literary texts.** **● I can identify features of print (front cover, back cover, and the title page of a book).** **○ I can identify the front cover, back cover, and title page of a book.**
RI.TS.K.4	**● I can recognize common types of informational texts (e.g., biographies, recipes, how-to manuals)** **● I can identify features of print (e.g., front cover, back cover, and the title page of a book).** **○ I can identify the front cover, back cover, and title page of a book.**
SL.PE.K.1.A	**● I can follow the rules for having a discussion.** **○ I can listen to others with care.** **○ I can take turns speaking with others.**
Social Studies **Amistad Law** **6.1.2.CivicsPI.1** **6.1.2.CivicsPI.3-6** **6.1.2.CivicsPD.2** **6.1.2.CivicsPR.1-4** **6.1.2.CivicsCM.1-3**	**.** **Social Studies:** **Civic Participation and Responsibility (6.1.2.CivicsPI.1, 3-6; 6.1.2.CivicsPD.2; 6.1.2.CivicsPR.1-4; 6.1.2.CivicsCM.1-3):** **● I can follow rules and explain why they are important at home, in school, and in the community.** **● I can show how to be a good citizen by being fair, respectful, responsible, and helpful to others.** **● I can work and play cooperatively with others and take turns when sharing ideas.** **● I can explain how leaders help us at home, school, and in our community.**

6.1.2. EconET.5 **6.3.2.CivicsPD.1**	● **I can talk about how people vote to make group decisions.** ● 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.

Instructional Strategies	**Instructional Resources**
Whole Group ● **Read-alouds / shared reading**Core delivery method for nearly every lesson (e.g., *We Don't Eat Our Classmates*, Savvas books ●)**Turn and Talk / partner discussion**Recurring throughout — students discuss a question or problem with a peer before sharing out ● **Discussion questions**Post-reading comprehension and reflection questions (e.g., "Why do you think Penelope had trouble making friends?") ● **Anchor charts**Co-created with students to capture classroom rules, vocabulary, or key ideas for reference ● **T-charts**Used to compare/contrast ideas (e.g., rules vs. consequences) ● **Graphic organizers**Independent and guided activities where students sort or categorize information ● **Jumpstart activities**Warm-up/engagement tasks at the start of select lessons to activate prior knowledge	● Savvas Chapter 1: ● “We Don’t Eat Our Classmates” by Ryan T. Higgins ● No, David! By David Shannon ● Officer Buckle and Gloria by Peggy Rathmann ● Malala’s Magic Pencil by Malala Yousafzai

• **Modeling**Teacher demonstrates the skill explicitly before releasing to guided/independent practice • **Center activities**Small-group or partner rotations for continued practice • **Charades / movement-based activities**Used occasionally to reinforce vocabulary or concepts kinesthetically • **Exit tickets**Used as a quick formative check — students draw or write a response before the lesson ends • **Hands-on/craft tasks**E.g., the puzzle-piece cooperative activity, illustrating an example of teamwork **Small Group** • Direct Instruction • Blooket, Kahoot! **Additional Strategies/Center Time** Project-based learning/Culminating Task	

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 BrainPop	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** **Instructional reflections** **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	● 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	● 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.			• Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	

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 - Time and Chronology

Unit# 2: Time and Chronology	Pacing (Weeks): 3 weeks

Unit Description:

ELA: In this lesson, kindergarteners build foundational literacy skills through shared reading. As they read students practice tracking print left to right and matching spoken words to text on the page. They engage with the text as an informational source, learning to recognize it as a text that teaches facts rather than tells a story. New vocabulary (future, past, calendar, months, week, year, decade) is grounded in real-life connections, reinforced when students identify an actual time-tracking tool in their own classroom. Throughout the lessons, students also practice discussion skills — listening, taking turns, and building on each other's ideas — as they talk through picture sequencing and share personal experiences with daily routines.

Social Studies: In this unit, Kindergarteners develop early chronological thinking by learning to sequence events in time — starting with their own daily routine (morning, afternoon, evening) and expanding to a full year (the four seasons). They practice using time-related vocabulary and tools, such as calendars, clocks, and schedules, to understand how people track and organize time. By connecting these skills to their own lived experience — what happens first, next, and last in their day — students begin building the foundation for understanding chronology, continuity, and change that later Social Studies units will build upon.

Essential Questions	Enduring Understandings
ELA Essential Questions 1. How do the words and pictures on a page help me understand what a book is telling me? 2. How can I tell the difference between a book that teaches me facts and a book that tells me a story? 3. Why is it important to listen carefully and take turns when we talk with others? 4. How do new words connect to things I already know or do in my everyday life? 5. How does reading a text more than one time help me	**ELA Enduring Understandings** 1. Texts can teach us facts about the world, tell us a story, or both — recognizing the difference helps us understand what we're reading. 2. Words carry meaning that connects to our own lives and experiences. 3. Reading a text closely, and sometimes more than once, helps deepen our understanding of it. 4. Listening and speaking with care allows us to learn from and share ideas with others. 5. Print carries meaning in a consistent, organized way that

understand it better?

Social Studies Essential Questions

1. How do I know what happens first, next, and last in my day?
2. What tools help people keep track of time?
3. How does time change throughout the day, and how does it change throughout the year?
4. Why is it helpful to put events in order?
5. How does understanding the past help me understand what is happening now?

readers can rely on.

Social Studies Enduring Understandings

1. Time can be organized and measured in different ways — by day, week, month, season, and year.
2. Sequencing events helps us make sense of our world and communicate clearly with others.
3. People use tools like calendars, clocks, and schedules to track and organize time.
4. Our daily routines and experiences are connected to broader patterns of time.
5. Understanding how time moves — from past to present to future — helps us understand change over time.

NJSL Standards and Learning Objectives	
L.RF.K.4 — Read Emergent-Reader Texts with Decoding Accuracy ● **I can read *We Measure Time* so I can learn how to track time.** ● **I can read the text again to understand how time is tracked.** **L.KL.K.1.E — Produce and Expand Complete Sentences** ● **I can use a complete sentence to tell how I track time.** ● **I can explain in a full sentence why one part of my day comes before another.** **RI.CI.K.2 — Identify Main Topic and Key Details of an Informational Text** ● **I can tell that *We Measure Time* is about how people track time.** ● **I can name a detail from the text about tracking time.** **L.VL.K.2.A — Identify New Meanings for Familiar Words** ● **I can learn what words like week, month, and year mean so I can talk about tracking time.** ● **I can use a new time word correctly when I explain how time is tracked.** **L.VI.K.3.A — Sort Common Objects into Categories** ● **I can sort season pictures into groups to show how time changes.** ● **I can use sorting to show how I track time throughout the year.**	**6.1.2.GeoHE.1 — Seasonal/Environmental Impact on People's Lives** ● **I can name the four seasons and describe what changes with each one.** ● **I can explain how the weather affects what I do or wear during the day.** ● **I can tell how the season we're in affects my daily life.** **6.1.2.HistoryCC.1 — Chronological Sequence of Events** ● **I can put pictures of events in the order they happen.** ● **I can tell what happened first, next, and last in my day.** ● **I can explain why the order of events matters.** **6.1.2.HistoryCC.2 — Using a Timeline to Make Inferences** ● **I can use a tool, like a calendar or clock, to track time.** ● **I can tell what time of day or what season comes next.** ● **I can use words like morning, afternoon, and evening to describe when things happen.**

Instructional Strategies	Instructional Resources
Whole Group ● **Picture sequencing / visual discussion** — Displaying and ordering three images (breakfast, school, sleeping) to build chronological reasoning ● **Turn-and-talk / discussion questioning** — Students explain their reasoning for picture order and connect it to prior learning ● **Making real-life connections** — Explicitly linking the day's sequence to students' own daily routines ("we eat breakfast, we learn at school, we go to bed") ● **Explicit vocabulary instruction** — Direct teaching of time-related vocabulary (future, past, calendar, months, week, year, decade) via slides ● **Modeling (I Do)** — Teacher demonstrates how time can be tracked before releasing to guided/independent practice ● **Repeated reading** — *We Measure Time* read three times in different modes: teacher read-aloud, choral class reading, and set to song (tune of "Three Blind Mice") ● **Multi-modal/musical integration** — Using a familiar tune to reinforce text through singing ● **Guided practice with questioning and partner activities (We Do)** — Teacher-supported engagement with the text and concept ● **Independent sorting/ordering task (You Do)** — Students order picture cards of the four seasons, starting with the current season ● **Real-world tool identification** — Students locate an actual classroom tool (calendar, clock, daily schedule) used to track time as a closing/assessment activity ● **Center rotations** — Independent or partner reading, Freckle (digital platform), journal writing, and Savvas Readers for continued practice **Small Group** ● IRLA lessons	***Core Texts & Curriculum Materials*** ● *Savvas Chapter 5* ● *Social Studies student book, pages 112–113* ● *We Measure Time (read-aloud text within the student workbook)* ***Handouts/Worksheets*** ● *Season picture sort* ● *Four Seasons Worksheet* ***Vocabulary Support*** ● *Vocabulary slides (future, past, calendar, months, week, year, decade)* ***Classroom Tools/Realia*** ● *Classroom time-tracking tools used for the closing activity (e.g., calendar, clock, daily schedule)* ***Center/Digital Resources*** ● *Freckle (digital learning platform)* ● *Savvas Readers* ● *Journal writing materials* ● *Independent/partner reading materials* ***Instructional Approach*** ● *Familiar tune ("Three Blind Mice") used to set text to song during repeated reading*

• UFLI Reteach lessons • Picture/Word matching • Segment/Blending word activities • Sentence building • Character Analysis • Sequencing Events • Role Play Scenarios	

Tier II Vocabulary (general academic, used across contexts)	**Tier III Vocabulary** (domain-specific, tied to social studies/civics/history)
past, present, future, generation	***calendar, month, week, year, decade, century, clock, weather, season***

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

Formative Assessment(s)	**Summative Assessment(s)**	**Alternative Assessment(s)**
Picture sequencing discussion Questioning/discussion during Guided Practice — Students order the four seasons Classroom tool identification	**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	• 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.

• Utilize preferential seating • Provide additional options to demonstrate knowledge.				

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.** ***(Rap a Tap Tap)***	☐ **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.** • **SE/TE: C5 Quest pp. 114, 139**
☐ **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.
☑ **Climate Change**

- ☑ **Other Interdisciplinary Connections:**
  - ☑ **ELA:** connects to standards
  - ☑ **Math:**
    - ☑ Sequencing and ordinal reasoning (first, next, last) used to order the daily events and the four seasons directly reinforces early math skills in patterns and sequencing
    - ☑ Calendar vocabulary (week, month, year, decade) connects to calendar math and time-measurement concepts typically introduced in K math
  - ☑ **Social Studies:**
  - ☑ **Science:**
    - ☑ The four seasons sort and the vocabulary around "seasonal" change give a natural tie-in to science content on weather, seasonal patterns, and observing changes in nature over time
    - ☑ This overlaps directly with 6.1.2.GeoHE.1 (seasonal weather/environmental characteristics), which itself bridges Social Studies and 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 -** *When students explain why they think a picture happened first during the sequencing activity, they're engaging in basic reasoning and justification — a foundational critical thinking skill, even though it's not framed or cited as a 9.4 standard in the lesson.*
  - ☐ **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 -** The singing of *We Measure Time* to the tune of "Three Blind Mice" involves a performance element (integrating voice/music with text), but this sits under general Performing Arts practice rather than Media Arts specifically, since it doesn't involve media technology or a media-based presentation.
  - ☐ **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? ● 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?	**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 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**	**ELA:** ● **I can read kindergarten books and poems with meaning.** ● **I can show that I understand what I read.**
● **L.VI.K.3.D**	● **I can look at pictures to help me understand a story.** ● **I can tell how the pictures give me clues about the text.**
● **RL.CT.K.8**	● **I can tell how a story reminds me of something in my life.** ● **I can share my own experiences that connect to a story.**
● **RI.CT.K.8**	● **I can listen for the reasons an author gives to explain an idea.** ● **I can share the author's reasons in my own words.**
● **RI.AA.K.7**	● **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: ● **6.1.2.CivicsDP.2**	**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.**
● **6.1.2.HistoryCC.3**	● **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.**
● **6.1.2.HistoryUP.1**	● **I can listen to stories about people and their lives.** ● **I can share my own story and respect other people's stories.**
● **6.1.2.HistoryUP.3**	● **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 ● 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	● Teacher's Manual ○ Discussion Routine p. T30 ○ 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

● Personal Timelines **Additional Strategies/Center Time** Project-based learning/Culminating Task ● Family Traditions Interview	

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

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	• 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.

• Utilize preferential seating • Provide additional options to demonstrate knowledge.				

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.** ***(Rap a Tap Tap)*** ☐ **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**
- ☑ **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# : 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?	**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.

• What traditions and celebrations honor our national and state 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.

NJSL Standards	Learning Objectives
ELA: • **L.VI.K.3.A**	• **I can put things that are alike into groups.** • **I can tell how things are the same and different.**
• **L.VI.K.3.B**	• **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.**
• **RL.PP.K.5**	• **I can tell the difference between a story and a poem.** • **I can name the kind of book I am reading.**
• **RI.PP.K.5**	• **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.**
• **RL.MF.K.6**	• **I can tell who wrote the story and who made the pictures.** • **I can explain what the author and illustrator do.**
• **RI.MF.K.6**	• **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.**
• **SL.PE.K.1.B**	• **I can listen and talk back and forth with my friends.** • **I can keep a conversation going by listening and answering.**
Social Studies: • **6.1.2.CivicsPD.1** • **6.1.2.CivicsDP.1**	**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.**

• **6.1.2.CivicsDP.3** • **6.1.2.HistoryCC.3** • **6.1.2.HistorySE.1**	• **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.** • **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.**

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
	• 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)
	  ○ *A is for America: A Patriotic Alphabet Book* by Tanya Lee Stone
	  ○ *Duck for President* by Doreen Cronin & Betsy Lewin
	  ○ *O, Say Can You See?* by Sheila Keenan
	  ○ *Red, White, and Boom!* by Lee Wardlaw
	  ○ *The Berenstain Bears God Bless Our Country* by Mike Berenstain
	  ○ *We Are in a Book!* by Mo Willems
	  ○ *Don't Let the Pigeon Drive the Bus!* by Mo Willems
	  ○ *The Day the Crayons Quit* by Drew Daywalt
	  ○ *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.

● Past, Present, Future picture sort **Small Group** ● Online Interactivities ● 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	○ *The Very Hungry Caterpillar* by Eric Carle ○ *From Head to Toe* by Eric Carle ○ *What If Everybody Did That?* by Ellen Javernick ○ *David Goes to School* by David Shannon ○ *Do Unto Otters* by Laurie Keller ○ *The Recess Queen* by Alexis O'Neill ○ *Officer Buckle and Gloria* by Peggy Rathmann ○ *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis

Tier II Vocabulary (general academic, used across contexts)	**Tier III Vocabulary** (domain-specific, tied to social studies/civics/history)
celebration, freedom, analyze, holiday, label, cause, effect	***Nation, pledge, landmark, capital, inventor, symbol***

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/ELA 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	● 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	● 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.

• Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			demonstrate knowledge. • SIOP model strategies	

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.** ***(Rap a Tap Tap)***	☐ **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 - Geography of the Neighborhood and Traditions

Unit# 3: Geography of the Neighborhood	Pacing (Weeks): 6 weeks

Unit Description:

ELA: Throughout Unit 3, kindergarteners strengthen their ability to comprehend both fiction and nonfiction texts by using pictures and illustrations to understand what a story or informational book is telling them. They learn to identify key story elements — characters, setting, and events — ask and answer questions using who, what, where, when, and why, and sort words or objects into categories to build vocabulary and conceptual understanding. Students also practice discussion skills, taking turns and sharing ideas with peers, while engaging with a range of texts including read-alouds, informational books, and poems, and respond through drawing and simple writing to show what they've learned.

Social Studies: In this unit, kindergarteners build their understanding of where they live and belong — starting with their home, neighborhood, and community, and expanding outward to their state, country, and world. Students learn to identify and use maps, globes, and symbols, understand what an address is, and describe how people travel from place to place. The unit also introduces national symbols and their meaning, the distinction between a country and a state, and how people and families from the past have shaped their communities, helping students build a foundational sense of civic identity and belonging.

Essential Questions	Enduring Understandings
ELA: ● How do pictures and illustrations help me understand what a story or book is telling me? ● How can I use words like who, what, where, when, and why to understand a text? ● How do characters, settings, and events help tell a story? ● How do words and pictures fit into groups or categories? ● How does listening to a poem or story help me learn new words and ideas? ● How can drawing or writing help me show what I learned from a book?	**ELA:** ● Pictures and illustrations carry meaning and help readers understand a story or informational text. ● Asking and answering questions (who, what, where, when, why) helps readers make sense of what they read. ● Stories are built from key elements — characters, settings, and events — that work together to tell a story. ● Words and ideas can be organized into categories to build understanding and vocabulary. ● Readers and listeners respond to texts by sharing, drawing, or writing about what they learned.

Social Studies: ● Where do I live, and how is my home connected to my neighborhood, community, state, and country? ● How do maps, globes, and symbols help me understand and describe places? ● Why is an address important, and how do people travel from place to place? ● What are national symbols, and why are they important to our country? ● How is a country different from a state? ● How have people and families from the past shaped my community and country today?	**Social Studies:** ● People belong to communities that are part of larger places — a neighborhood, state, country, and world. ● Maps, globes, and symbols are tools that help us understand and describe locations. ● Addresses and travel connect people to the places where they live and the places they go. ● National symbols represent shared values and are meaningful to a country's identity. ● Understanding the past helps us appreciate how people and families have shaped our communities today.

NJSL Standards and Learning Objectives
RL.PP.K.5 ● I can identify the setting, character, and important events in a story. RL.MF.K.6 ● I can explain that maps show where places are, in relation to my home, school, city, and world. ● I can tell how the pictures in a story match or help tell what is happening. RI.MF.K.6 ● I can write and draw about a neighborhood sign using pictures from the text. ● I can explain how pictures in a non-fiction book help me understand a person, place, idea, or thing. ● I can describe the meaning and importance of national symbols using pictures in the text. SL.PE.K.1.B

● I can identify resources and tell how people use them. ● I can discuss national symbols that are important to our country with my peers.	
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**	**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.**

• **6.1.2.EconEM.2** • **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.**

Instructional Strategies	Instructional Resources
Whole Group • **Gradual release model (I Do / We Do / You Do)** — the consistent structural framework across every lesson: teacher modeling, guided practice, then independent application • **Turn and Talk / partner discussion** — students discuss maps, symbols, question words, and story elements with a peer before sharing whole-group • **Anchor charts** — co-created and referenced throughout the unit (e.g., a three-column chart comparing resources long ago vs. today, a Character/Setting/Events chart for story elements) • **Read-alouds** — core delivery method for texts like *The House on Maple Street*, *Me on the Map*, *The Recess Queen*, and *America's Symbols* • **Modeling (I Do)** — explicit teacher demonstration before guided/independent work (e.g., modeling how to sort items, how to read a map) • **Sorting activities/centers** — recurring strategy used for classifying objects, comparing "long ago vs. today," and distinguishing country vs. state	**Core Texts & Trade Books** • *Me on the Map* by Joan Sweeney • *Follow That Map* (book) • *The House on Maple Street* (read-aloud) • *The Recess Queen* • *The Scrambled States of America* (fiction read-aloud) • *America's Symbols* (picture book) • *Apple Pie 4th of July* (YouTube book) • Collaborative Reading Text (poem-based lessons) **Curriculum/Textbook Materials - Savvas Chapter 4** • *Where We Live* textbook, pages 84–87 • Student textbook: *Parts of a Map* (Lesson 3), pages 90–91 • *Our Home and Neighborhood* textbook • Textbook pages, Lesson 6: *Our Resources* • Savvas textbook, pages 46–47 • Textbook images, pages 100–101

- **Question word instruction and practice** — using a "question word chart" and structured discussion to practice who/what/where/when/why
- **Map and globe exploration** — hands-on use of physical maps/globes, including a "Map Center" for independent exploration
- **Picture cards** — used to support story retelling and comprehension (e.g., illustrations from *The House on Maple Street*)
- **Acting out / movement-based learning** — students act out key words or scenes (e.g., pretending to look carefully, freeze activities) to reinforce vocabulary and comprehension
- **Craft/hands-on projects** — creative tasks tied to content (e.g., Day 20 craft options, American Symbols Suitcase)
- **Drawing and writing responses** — students draw settings or write simple sentences to demonstrate understanding (e.g., drawing a neighborhood sign, writing about a poem)
- **Google Slides / digital collaborative texts** — used for several ELA lessons, including slides with cognates to support ESL/multilingual learners
- **Center rotations** — recurring stations including Map Center, Resource Sorting Center, and Long Ago vs. Today Sorting Center
- **Exit tickets** — used consistently at lesson closure as a quick formative check
- **Discussion/questioning strategies** — embedded throughout guided practice to check understanding and encourage peer dialogue
-
-

Small Group

- IRLA Lessons
- Phonics Reteach lessons
- Vocabulary Match/Sort
- I Spy Game
- Skim the Chapter

Videos/Multimedia

- American Heroes video
- YouTube book: *Apple Pie 4th of July*
- Google Slides (used across the poem/collaborative reading lessons)
- ESL Slides (differentiated support with cognates)
- Document camera or projector

Manipulatives & Visual Aids

- Globe or world map
- Simple classroom map
- Map visual/anchor chart
- Question word chart
- Character, Setting, and Events anchor chart
- Picture cards (story illustrations, matching games)
- Chart paper/whiteboard (used throughout for anchor charts)

Handouts/Worksheets & Printables

- My Resource Booklet.pdf
- Crayons, colored pencils, pencils

Centers/Digital & Hands-On Resources

- Map Center (maps and globes exploration)
- Resource Sorting Center
- Long Ago vs. Today Sorting Center
- Craft materials (Day 20 craft options)
- American Symbols Suitcase

• Drawing Symbols • Letter writing using clay or sand • Rhyming/Segmenting games • Story sequencing • Character Analysis • Fact vs. Opinion sort • Main Idea vs. Details sort	

Tier II Vocabulary (general academic, used across contexts)	**Tier III Vocabulary** (domain-specific, tied to social studies/civics/history)
near/far, behind/in, left/right, move, form, protect, title, address, resources, goods	***neighborhood, street, neighbor, relative-location, harbor, globe, land, map, explorer, symbol, legend, absolute-location, transportation, traffic symbol, ramp, lumber***

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

Formative Assessment(s)	**Summative Assessment(s)**	**Alternative Assessment(s)**
Turn and Talk **Guided practice questioning** **Exit tickets** **Sorting activities** **Anchor chart contributions** **Character/Setting/Events chart,** **Student drawings and oral**	**At the end of each unit:** • **Social Studies chapter assessment** • **Unit ELA assessment** • **Quest Findings**	**Projects** **Portfolios** **Presentations**

responses **Independent practice tasks** **Written sentence responses**		

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. • 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.

• Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.				

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.** ***(Rap a Tap Tap)*** ***Traffic Symbols lesson (Day 9) discusses accessibility signage — handicap parking and ramps for wheelchair users — and explicitly prompts teachers to "connect to kindness and inclusion."***	☐ **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.

- ☐ **Climate Change**
- ☑ **Other Interdisciplinary Connections:**
  - ☑ **ELA:**
  - ☐ **Math:**
    - ☐ ***NJ_6.1.2.GeoSV.3 / Country-State Sort lesson (Day 14)* — Students sort objects and classmates into categories, then apply that sorting skill to classify "country" vs. "state." This connects to early Math skills in classifying and categorizing objects (Measurement & Data domain).**
  - ☑ **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 -** ***Day 20 - drawing task***
  - ☐ **Critical Thinking and Problem Solving -** ***sorting/classifying activities and question word reasoning***
  - ☑ **Global and Cultural Awareness -** ***sense of place neighborhood- state - country - world***
  - ☐ **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 -** ***drawing center, neighborhood sign, craft option, story setting drawing***
  - ☑ **Performing - Integrate, Practice, and/or Present -** ***act out vocabulary and rules, act out parts of a poem***
  - ☑ **Responding - Perceive, Evaluate, and/or Interpret** ***interpret illustrations to understand story meaning***
  - ☐ **Connecting - Synthesize and/or Relate**

Unit 4 - Fairy Tales

Unit# 4: Fairy Tales	Pacing (Weeks): 6 weeks

Unit Description:

ELA: In this kindergarten unit, students become "fairy tale detectives" as they explore classic fairy tales through read-alouds, movement, drawing, and drama. They begin by learning the parts of a book and what makes a story a fairy tale. They then work with *Cinderella*, *Little Red Riding Hood*, *The Three Little Pigs*, and *Jack and the Beanstalk*. Students identify characters, settings, and major events, sequence and retell stories, and describe characters using clues from the text. They also compare and contrast different versions of the same tale, including *The True Story of the Three Little Pigs*. The unit ends with *Goldilocks and the Three Bears*, where students make paper costumes, practice dialogue, and perform the story as a class play.

Essential Questions	Enduring Understandings
ELA: ● How can I tell what kind of book I am reading, and what do the parts of a book tell me? ● What makes a story a fairy tale? ● Who are the characters in a story, and where and when does it happen? ● How do the details in a story help me understand what a character is like? ● Why does the setting matter to what happens in a story? ● How can I retell a story in the right order, with the important parts? ● How can two versions of the same story be alike and different? ● How do authors change a story to make us think or feel something new? ● How do pictures help tell a story? ● How can I use my voice and body to bring a story to life? ● How can I read the words in a fairy tale accurately so I understand what it means?	**ELA:** ● Books have parts, like a front cover, back cover, and title page, that help readers know what they are reading. ● Fairy tales are make-believe stories that share common features, such as magic, talking animals, a problem, and a solution. ● Stories are built from characters, settings, and events that work together. ● Readers learn about characters from what they say and do, and use details from the story to explain their thinking. ● Retelling a story in order, with its most important parts, shows that a reader understands it. ● The same story can be told in different ways, and readers can compare the characters, events, and illustrations in two versions. ● Authors make choices, such as changing who tells the story, to create something new from a familiar tale. ● Stories can be shared and understood through acting, puppets,

• How can a word I already know have a new meaning in a story?	and performance, as well as through reading and writing. • Readers use what they know about letters, sounds, and words to read familiar texts accurately and make sense of them. • Words can have more than one meaning, and readers use the story to figure out which meaning fits.

Unit 4: Fairy Tales, Standards with "I Can" Learning Objectives

RL.TS.K.4: Recognize Common Types of Literary Texts

- I can tell what kind of book I am reading.
- I can find the front cover, back cover, and title page.
- I can tell that a fairy tale is a make-believe story.

RL.IT.K.3: Identify Characters, Setting, and Major Events

- I can listen to a story and tell about the characters, setting, and main events.
- I can describe a character using details from the story.
- I can describe the setting using details from the story.

RL.MF.K.6: Retell a Story in Order

- I can retell a story in order.
- I can use words like first, next, then, and last to tell what happened.
- I can use the pictures to help me retell the story.

RL.CT.K.8: Compare Versions of the Same Story

- I can retell the important parts of a fairy tale.
- I can tell what is the same and what is different in two versions of a story.
- I can compare the characters, events, and pictures in two versions of the same fairy tale.

L.RF.K.4: Read Emergent-Reader Texts ***(to be added; no lesson cites this yet)***

- I can read a short fairy tale with my class.

- I can point to each word as I read.
- I can read the text again to understand it better.

L.VL.K.2.A: New Meanings for Familiar Words *(to be added; no lesson cites this yet)*

- I can tell when a word I know has a new meaning in a story.
- I can use the story to figure out which meaning fits.
- I can use a word in a sentence with its new meaning.

Instructional Strategies	Instructional Resources
Whole Group ● Gradual release (I Do / We Do / You Do) ● Think-alouds and modeling during read-alouds ● Turn and talk with sentence frames ● Evidence-based questioning (using story clues to explain thinking) ● Anchor charts, story maps, and Venn diagrams ● Picture sequencing and retelling (beginning, middle, end) ● Sorting and classifying activities (settings, characters, events) ● Movement and kinesthetic learning (freeze frames, Four Corners, book-part actions) ● Role-based inquiry ("Fairy Tale Detectives") with mission stations ● Drama and creative expression (puppets, costumes, class play) ● Drawing and writing responses ● Formative checks (Pass the Basket, "Show Me!", exit questions, class votes) ● Differentiation supports (picture choices, dictated sentences, extension questions)	● LEAR Lessons - Developing Literacy Classrooms ● **Texts:** *Cinderella*, *Little Red Riding Hood*, *The Three Little Pigs*, *The True Story of the Three Little Pigs*, *Jack and the Beanstalk*, *It's NOT Jack and the Beanstalk*, *Goldilocks and the Three Bears*, and picture books and a big book for modeling book parts ● **Digital:** online read-alouds, forest sound effects, and music ● **Printables:** sequencing, character, and Beginning-Middle-End sheets; Four Corners prompts; Write the Room cards; puppet templates; Fairytale Detective Award ● **Visual aids:** character, setting, and event picture cards; pocket chart; chart paper; setting posters ● **Props:** story basket with props, building materials (straw, sticks, brick), letter from Grandma ● **Supplies:** construction paper, crayons, markers, scissors, glue, sticky notes

Small Group ● IRLA Assessment from American Reading Company ● IRLA Toolkits ● Sensory Toolkits ● UFLI lesson ● Renaissance lessons	

Tier II Vocabulary (general academic, used across contexts)	**Tier III Vocabulary** (domain-specific, tied to social studies/civics/history)
retell, compare, same, different, similar, version, important, notice, clue, pretend, problem, solution, perform, helpful, kind, brave, caring, tricky, trusting, first, next, then, after that, finally	fairy tale, character, setting, events, beginning, middle, end, front cover, back cover, title page, author, illustration, story map, narrator, actor, audience, costume, puppet, point of view, make-believe

Supplemental Resources	**Intervention Resources**
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo BrainPop	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	• 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.

• Utilize preferential seating • Provide additional options to demonstrate knowledge.				

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.** ***(Rap a Tap Tap)*** ☐ **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: sorting, sequencing, and comparing**
  - ☐ **Social Studies:**
  - ☑ **Science: the beanstalk and building-materials hooks**

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 5 - Work Now and Long Ago

Unit# 5: Work Now and Long Ago	Pacing (Weeks): 6 weeks

Unit Description:

ELA: Kindergarteners strengthen their reading, listening, and speaking skills through fiction and informational texts about jobs. In fiction, they identify the characters, setting, and important events of a story. In nonfiction, they look for how people and things in a text are connected. Students practice following words left to right and top to bottom as they read, and they listen carefully and ask and answer who, what, where, when, why, and how questions to show understanding. Along the way, they learn that some words, like *job*, can have more than one meaning, and they practice using prepositions in sentences. The unit ends with a class book, "When We Grow Up," where students write about and illustrate a job they might want to have.

Social Studies: Kindergarteners explore the world of work and the choices people make. They learn why people work, how jobs at school and in the community help others, and how to match jobs with what workers do. Students tell the difference between needs and wants, learn what it means to make a choice, and describe a choice they would make about a future job. They also compare jobs today with jobs from long ago, building an early understanding of how work changes over time.

Essential Questions	Enduring Understandings
ELA: ● How can I tell who a story is about, where it happens, and what important events take place? ● How do I find out how people, ideas, or things are connected in a nonfiction text? ● How do I follow words in print from left to right and top to bottom? ● How can I listen carefully and ask or answer questions to understand better? ● How can two texts about the same topic be alike and different? *(RI.CT.K.8)* ● How do an author's choices and details help me understand a text? *(RI.AA.K.7)*	**ELA:** ● Stories are built from characters, a setting, and important events. ● Informational texts show how people, ideas, and things are related. ● Print follows a pattern: readers move left to right and top to bottom. ● Good listeners ask and answer questions (who, what, where, when, why, how) to make meaning. ● Readers can compare two texts on the same topic to learn more. *(RI.CT.K.8)* ● Authors use details to help readers understand a text. *(RI.AA.K.7)*

● How can a word I know, like *job*, have more than one meaning? **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?	● Words can have more than one meaning, and context tells us which one fits. ● **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.

NJSL Standards and Learning Objectives
L.RF.K.4 ● I can follow words from left to right and top to bottom.

- I can match jobs with what they do while reading.

RL.IT.K.3

- I can tell who the story is about (character).
- I can tell where a story happens (setting).
- I can tell what important events happen in a story.

RI.IT.K.3

- I can find how things are related in a text, like how two characters are connected.
- I can match jobs with what they do.
- I can compare and make connections between jobs today and jobs from long ago.

SL.II.K.2

- I can listen carefully to show I understand.
- I can ask or answer questions to understand better.

RI.CT.K.8 *(not yet in any lesson; drafted from the standard code)*

- I can tell how two texts about the same topic are alike.
- I can tell how two texts about the same topic are different.

RI.AA.K.7 *(not yet in any lesson; drafted from the standard code)*

- With help, I can find the point an author is making.
- With help, I can tell the reason an author gives for that point.

Also cited in the lessons

L.VL.K.2.A

- I can figure out when a word has more than one meaning.
- I can use words I know in new ways (for example, *job*).

L.KL.K.1.D

- I can use prepositions in sentences (for example, “A teacher is in the classroom”).
- I can ask and answer questions using who, what, where, when, why, and how.

Social Studies

6.1.2.CivicsPI.4

- 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.

6.1.2.EconET.1

- I can tell why people work.
- I can tell how jobs now are like and different from jobs in the past.

6.1.2.EconET.2

- I can tell the difference between a need and a want.

6.1.2.EconET.3

- I can explain what it means to make a choice.
- I can describe a choice I made when choosing a job for my future.
- I can make a choice about my job and describe what I need to do it.

6.1.2.EconEM.1

- 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. o.

6.1.2.EconEM.2

- I can match jobs with what they do.
- I can describe jobs that people do at school and in my community.
- I can compare jobs today with jobs from long ago.

Instructional Strategies	Instructional Resources
Whole Group ● Gradual release (I Do / We Do / You Do) ● Think-alouds and modeling, including "Stop & Think" questions during read-alouds ● Turn and talk and think-pair-share, with sentence frames and starters ● Anchor charts, T-charts, and job charts ● Picture sorting and matching (needs vs. wants, jobs vs. job duties, then vs. now) ● Shared reading with students pointing to words (left to right, top to bottom) ● Explicit vocabulary instruction (multiple-meaning words, prepositions, key terms) ● Songs, acting out, and movement (guess the job, thumbs up/down) ● Quest project-based learning (choosing a future job) ● Learning centers (literacy, writing, vocabulary, dramatic play, listening) ● Drawing and writing responses, including the "When We Grow Up" class book ● Review games ● Formative checks (exit tickets, oral responses, observation) ● Differentiation supports (visuals, oral prompts, dictation, extension worksheet) **Small Group** ● IRLA Assessment from American Reading Company ● IRLA Toolkits ● Sensory Toolkits ● UFLI lesson ● Renaissance lessons	● LEAR Lessons - Developing Literacy Classrooms ● **Core program:** Savvas student textbook and teacher manual pages (Work Now and Long Ago, Why People Work, community jobs); Quest pages ● **Read-alouds:** *If I Were a Park Ranger*, *Clothesline Clues to Jobs People Do*, *If You Give a Mouse a Cookie*, *The Three Little Pigs* ● **Audio and video:** "Lots of Jobs" song; Long Ago and Now video; optional clips on community helpers and park rangers ● **Slides:** Unit 3 slides (Days 6–10); ELA Unit 3 slides (Days 16–20) ● **Cards and visuals:** job, park ranger, needs/wants, and vocabulary picture cards; "What's in My Bag" game cards ● **Worksheets:** My Job page; Needs vs. Wants; Occupations Matching; Who Is the Story About?; Character and Setting; Jobs Day 17; multiple-meaning word match; exit tickets ● **Class book:** "My Future Job" planning and writing pages ● **Assessment and review:** Unit Review Game: Jobs; Unit Assessment ● **Supplies:** chart paper, whiteboard, sticky notes, crayons, pencils, scissors, glue

Tier II Vocabulary (general academic, used across contexts)	**Tier III Vocabulary** (domain-specific, tied to social studies/civics/history)
job, work, need, want, cost, benefit, choose, community, tool, machine, of ice, tablet	teacher, principal, nurse, carpenter, market, smiths

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

Formative Assessment(s)	**Summative Assessment(s)**	**Alternative Assessment(s)**
Oral/Discussion Based **Written and Drawn Work** **Quick Checks** **Reading Checks** **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	● Read tests aloud ● Restate, reword, clarify directions	● Restate, reword, clarify directions	● Tabletop Mini Lessons ● Restate, reword, clarify directions	● Expanding time for free reading

• 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 demonstrate knowledge.	• Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• 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.	• 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	• Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

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. ***job pictures and read-alouds that show workers of different genders, races, and abilities, and add a question such as "Who can do this job?"***
- ☐ **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.
  kindness-and-fairness discussion to the Why People Work or Quest lessons, for example "Everyone's job matters, and we treat all workers with respect."

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:** ***sort and classify (needs vs. wants, jobs long ago vs. today, tools from long ago vs. today). They put story events in order (beginning, middle, end). A "Math/Real-Life Center" has students pretend to shop and decide what they would buy first.***
  - ☑ **Social Studies:**
  - ☑ **Science: .** ***Students compare tools doctors used long ago with those used today, and they discuss how technology has changed many jobs.***

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 -** ***Students create original drawings, a class book page, and job role-plays. The tasks are open-ended, but they aren't framed as innovation.***
  - ☑ **Critical Thinking and Problem Solving -** ***Students explain choices, justify needs vs. wants, use clues to figure out a worker's job (clothes and tools), and compare jobs today with jobs long ago.***
  - ☐ **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**