

## Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

### Kindergarten ~ Unit 1: Our Community

#### Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

#### Unit 1 (Our Community)/Module Overview

For children, kindergarten is a very exciting time in their lives when they begin to feel like a part of a community that is outside of their household. In this first unit of study, Our Community, the goal is for children and teachers to build relationships and form the foundation for a strong, interdependent community of learners, developing shared dispositions, language, and habits that will grow throughout the year. When children are part of a strong community, they are better poised to confront challenges that they will encounter in school and beyond.

Unit 1 will cover the following topics:

- Welcome to School - Rules & Routines
- All About Me
- Our Class Community
- My Neighborhood - Community Helpers
- Veteran's Day
- Thanksgiving
- Winter Holidays & Traditions

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**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

\*See standards in lessons below

**Unit 1/Our Community Weekly Learning Activities and Pacing Guide**  
**Time Frame: 12 weeks**

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>September</b>  <b>Lesson 1:</b>  <b>Labor Day</b>	<p><b>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.EconET.2</b> – Describe the goods and services that individuals and businesses in the local community produce and/or</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>Identify the meaning and purpose of Labor Day.</li> <li>Recognize the roles of community helpers.</li> <li>Show appreciation for workers in their community.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>Option A:</b> Draw a picture of a community helper and dictate/write a sentence about how they help.</li> <li><b>Option B:</b> Color a Labor Day thank-you card for a local worker.</li> <li><b>Option C:</b> Role-play – allow students to dress up and act out different jobs.</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>"Whose Hands Are These? A Community Helper Guessing Book" by Miranda Paul</li> <li>"Clothesline Clues to Jobs People Do" by Kathryn Heling and Deborah Hembrook</li> <li>"Helpers in My Community" by Bobbie Kalman</li> <li>"A Day in the Life of a Firefighter" by Heather Adamson</li> </ol> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Chart paper and markers</li> <li>Picture cards of community helpers</li> <li>Mentor texts (see above)</li> <li>Crayons and printable coloring sheets</li> <li>Optional: dress-up items for role-playing</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li><b>Scholastic:</b> <a href="https://www.scholastic.com">https://www.scholastic.com</a> – Search for "Labor Day" or "Community Helpers"</li> </ul>

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	consume.		<ul style="list-style-type: none"> <li>• <b>PBS LearningMedia:</b> <a href="https://www.pbslearningmedia.org">https://www.pbslearningmedia.org</a> – Videos on jobs and community workers</li> <li>• <b>National Education Association (NEA):</b> Offers resources on Labor Day and worker appreciation</li> <li>• <b>Coloring Pages:</b> <a href="http://www.supercoloring.com">www.supercoloring.com</a> or <a href="http://www.education.com">www.education.com</a> – Search for “community helpers coloring pages”</li> </ul>
<p><b>September</b></p> <p><b>Lesson 2:</b></p> <p><b>9/11 Recognition</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.CivicsPI.1</b> – Describe roles and responsibilities of community and local government leaders (e.g., police officers, firefighters, medical professionals).</p> <p><b>6.1.2.HistoryCC.3</b> – Use examples of past and present events to describe how individuals and groups have made a difference in their communities.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of community helpers and everyday heroes.</li> <li>• Recognize how people help others during emergencies.</li> <li>• Identify ways they can show kindness and help in their community.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A:</b> Create a thank-you card for a local hero (e.g., fire department, nurse).</li> <li>• <b>Option B:</b> Draw a picture of someone helping. Write (or dictate): “Thank you for helping our community!”</li> <li>• <b>Option C:</b> Make a class “Hero Wall” with hand-drawn portraits of heroes and labels.</li> <li>• <b>Observation:</b> Participation during discussion and read-aloud.</li> <li>• <b>Student Work:</b> Completion of hero drawing or thank-you card.</li> <li>• <b>Exit Prompt:</b> “Tell me one way someone helped others in our story today.” or “How can <i>you</i> be a helper?”</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ul style="list-style-type: none"> <li>• <b>"Fireboat: The Heroic Adventures of the John J. Harvey"</b> by Maira Kalman</li> <li>• <b>True story of a boat that helped on 9/11</b>, appropriate for K-2 with teacher guidance</li> <li>• <b>"September 12th: We Knew Everything Would Be All Right"</b> by First Grade Students of H. Byron Masterson Elementary Written by children, positive and hopeful</li> <li>• <b>"A Hero Is..."</b> by Marjorie C. K. – Simple exploration of what makes a hero</li> <li>• <b>"Helpers in My Community"</b> by Bobbie Kalman – Explains various roles of community helpers</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Community helper picture cards</li> <li>• Mentor texts (see above)</li> <li>• Construction paper, crayons, safety scissors</li> <li>• Printed “Thank You Hero” coloring sheets or card templates</li> </ul> <p><b>Teacher Resources:</b></p>

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			<ul style="list-style-type: none"> <li>● <b>9/11 Memorial &amp; Museum Education Resources (K-2):</b> <a href="https://www.911memorial.org/teach-learn">https://www.911memorial.org/teach-learn</a></li> <li>● <b>Scholastic:</b> Search for “everyday heroes” or “community helpers”</li> <li>● <b>BrainPOP Jr.:</b> “Community Helpers” video (subscription required)</li> <li>● <b>PBS Kids:</b> Explore Daniel Tiger or Arthur for videos about helpers and kindness</li> <li>● <b>Sesame Street’s “Community Helpers” toolkit</b></li> </ul>
<p><b>September</b></p> <p><b>Lesson 3:</b></p> <p><b>Rosh Hashanah</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.HistorySE.2</b> – Describe how cultural holidays are celebrated around the world.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>● Recognize Rosh Hashanah as a Jewish New Year celebration.</li> <li>● Identify a few symbols and traditions of the holiday (e.g., apples and honey, shofar).</li> <li>● Show respect for different cultures and traditions.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Option A:</b> Apple Craft – Students create apple cut-outs and draw or write something they wish for in the new year.</li> <li>● <b>Option B:</b> Coloring Sheet – Picture of apple, honey, and shofar with labels</li> <li>● <b>Option C:</b> Tasting Station – Try a small slice of apple dipped in honey (check allergies first!)</li> <li>● <b>Discussion Participation:</b> Did students share ideas during read-aloud and discussion?</li> <li>● <b>Student Work:</b> Review drawings or crafts for understanding of symbols</li> <li>● <b>Exit Prompt:</b> “Tell me one thing people do to celebrate Rosh Hashanah.”</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Sammy Spider's First Rosh Hashanah"</b> by Sylvia A. Rouss – A fun introduction through a child-friendly character</li> <li>2. <b>"Celebrate Rosh Hashanah &amp; Yom Kippur"</b> by Deborah Heiligman – Great for visuals and vocabulary (read parts only)</li> <li>3. <b>"Engineer Ari and the Rosh Hashanah Ride"</b> by Deborah Bodin Cohen – Focuses on kindness and sharing</li> <li>4. <b>"Apples and Honey: A Rosh Hashanah Lift-the-Flap Book"</b> by Jonny Zucker – Great for young learners</li> </ol> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Picture cards or real objects: apple, honey, shofar, pomegranate</li> <li>● Chart paper and markers</li> <li>● Mentor texts (listed above)</li> <li>● Apples and honey for tasting (optional and allergy-safe)</li> <li>● Paper for drawing or craft</li> <li>● Optional: shofar sound clip</li> </ul> <p><b>Teacher Resources:</b></p>

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<p><b>September</b></p> <p><b>Lesson 4:</b></p> <p><b>Yom Kippur</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p><b>6.1.2.HistorySE.2</b> – Describe how cultural holidays are celebrated around the world.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Understand that Yom Kippur is a special Jewish holiday focused on saying sorry and making good choices.</li> <li>• Learn simple concepts of forgiveness, reflection, and kindness.</li> <li>• Show respect and appreciation for different cultures and traditions.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: "I Can Make Good Choices" Drawing</b> – Students draw a picture of one kind or thoughtful thing they can do.</li> <li>• <b>Option B: Apology Cards</b> – Kids make a card that says “I’m sorry” or “I care about you” (can be general, not personal).</li> <li>• <b>Option C: Dove or Heart Craft</b> – Cut and decorate a dove or heart with peaceful, kind messages.</li> <li>• <b>Observation:</b> Participation in discussion and story reflections</li> <li>• <b>Student Work:</b> Completed drawing or craft showing understanding of apology/kindness</li> <li>• <b>Exit Prompt:</b> “What is one way you can be kind or say sorry?”</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Sammy Spider's First Yom Kippur"</b> by Sylvia A. Rouss – Gentle story introducing traditions and values</li> <li>2. <b>"Days of Awe"</b> by Eric A. Kimmel (use excerpts) – Simple and meaningful</li> <li>3. <b>"The Hardest Word: A Yom Kippur Story"</b> by Jacqueline Jules – Wonderful for discussing apologies and forgiveness</li> <li>4. <b>"How Do Dinosaurs Say I'm Sorry?"</b> by Jane Yolen – Not about Yom Kippur, but great for teaching the concept of saying sorry</li> </ol> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Feelings cards or puppets</li> <li>• Mentor texts (listed above)</li> <li>• Drawing paper, crayons</li> <li>• Optional: white dove cut-out or heart craft templates</li> </ul> <p><b>Teacher Resources:</b></p>

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<p><b>September</b></p> <p><b>Lesson 5:</b></p> <p><b>National Hispanic Month</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.HistorySE.2</b> – Describe how cultural holidays and traditions are celebrated around the world.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Recognize that National Hispanic Heritage Month honors Hispanic and Latino people and cultures.</li> <li>• Learn about Hispanic traditions through books, music, and visuals.</li> <li>• Show respect and appreciation for cultural diversity.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Flag Coloring</b> – Students color a flag of a Hispanic country (teacher can assign or allow choice)</li> <li>• <b>Option B: Fiesta Instrument Craft</b> – Make simple maracas using paper cups and dried beans (teacher-led)</li> <li>• <b>Option C: "Me and My Family" Drawing</b> – Students draw a picture of their family, inspired by Hispanic family values shared in the story</li> <li>• <b>Discussion Participation:</b> Did students make connections and ask questions?</li> <li>• <b>Student Work:</b> Check drawings, crafts, or flags for engagement and comprehension</li> <li>• <b>Exit Prompt:</b> "What's one thing you learned or liked about the story or celebration?"</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Abuela"</b> by Arthur Dorros – Story of a grandmother and granddaughter with Spanish words woven in</li> <li>2. <b>"Just a Minute: A Trickster Tale and Counting Book"</b> by Yuyi Morales – Fun, cultural, and educational</li> <li>3. <b>"Round Is a Tortilla: A Book of Shapes"</b> by Roseanne Greenfield Thong – Explores Latino culture through shapes</li> <li>4. <b>"Carmela Full of Wishes"</b> by Matt de la Peña – Story of family, hope, and community</li> <li>5. <b>"¡Fiesta!"</b> by Ginger Foglesong Guy – Bilingual introduction to party vocabulary and cultural celebration</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Country flags (paper or printed): Mexico, Puerto Rico, Dominican Republic, etc.</li> <li>• Mentor texts (listed above)</li> <li>• World map or globe</li> <li>• Drawing paper, crayons</li> <li>• Optional: musical instruments, craft supplies, or Hispanic snacks (teacher</li> </ul>

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			<p>discretion)</p> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Smithsonian Latino Center:</b> <a href="https://latino.si.edu">https://latino.si.edu</a> – Student-friendly cultural resources</li> <li>• <b>PBS Learning Media:</b> <a href="https://www.pbslearningmedia.org">https://www.pbslearningmedia.org</a> – Hispanic heritage videos for early grades</li> <li>• <b>National Hispanic Heritage Month official site:</b> <a href="https://www.hispanicheritagemonth.gov">https://www.hispanicheritagemonth.gov</a></li> <li>• <b>Colorín Colorado:</b> <a href="https://www.colorincolorado.org">https://www.colorincolorado.org</a> – Bilingual site with books and resources for celebrating Latino culture</li> <li>• <b>Scholastic:</b> Search for “Hispanic Heritage Month” classroom activities and read-alouds</li> </ul>
<p><b>October</b></p> <p><b>Lesson 1:</b></p> <p><b>Indigenous Peoples' and Columbus Day</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p>6.1.2.HistorySE.2 – Describe how cultural holidays and traditions are celebrated around the world.</p> <p>6.1.2.HistoryCC.4 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.2.HistoryCC.3 – Use examples of past and present events to</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Recognize that people lived in America long before Christopher Columbus arrived.</li> <li>• Learn that Indigenous peoples have their own cultures, languages, and traditions.</li> <li>• Understand that people may celebrate this day in different ways.</li> <li>• Show respect and appreciation for Native cultures through story and art.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Gratitude Drawing</b> – Inspired by “<i>We Are Grateful</i>,” students draw something they are thankful for</li> <li>• <b>Option B: Symbol Story Art</b> – Students create a nature-inspired drawing or symbol to tell a story</li> <li>• <b>Option C: Fry Bread Shapes Activity</b> – Use paper circles and art materials to decorate “fry bread”</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"We Are Water Protectors"</b> by Carole Lindstrom – Powerful, poetic, and accessible introduction to Indigenous values and activism</li> <li>2. <b>"Fry Bread: A Native American Family Story"</b> by Kevin Noble Maillard – Celebrates food, tradition, and culture</li> <li>3. <b>"We Are Grateful: Otsaliheliga"</b> by Traci Sorell – Introduces Cherokee words and traditions through the seasons</li> <li>4. <b>"Encounter" by Jane Yolen</b> – (Use only selected pages with discretion) Shows a fictionalized Taino perspective of Columbus's arrival</li> <li>5. <b>"Giving Thanks: A Native American Good</b></li> </ol>



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	<p>describe how individuals and groups have made a difference in their communities.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p>	<p>and discuss its meaning</p> <ul style="list-style-type: none"> <li>● <b>Observation:</b> Are students engaged in discussion and respectful of cultural ideas?</li> <li>● <b>Student Work:</b> Review drawings or crafts for comprehension of gratitude, nature, or storytelling themes</li> <li>● <b>Exit Prompt:</b> "Tell me one thing you learned about Native people today."</li> </ul>	<p><b>Morning Message"</b> by Chief Jake Swamp – Gratitude-focused and peaceful</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Map or globe</li> <li>● Picture cards: Indigenous homes, clothing, tools, art, food</li> <li>● Mentor texts (see above)</li> <li>● Craft supplies: paper, crayons, feathers (optional), glue</li> <li>● Optional: natural materials (leaves, stones, sticks) for creative activities</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Native Knowledge 360° (Smithsonian):</b> <a href="https://americanindian.si.edu/nk360">https://americanindian.si.edu/nk360</a> – Native perspectives and teaching resources</li> <li>● <b>Teaching Tolerance / Learning for Justice:</b> <a href="https://www.learningforjustice.org">https://www.learningforjustice.org</a> – Culturally responsive classroom materials</li> <li>● <b>PBS Kids: Molly of Denali</b> – A fun show featuring an Alaska Native girl, with supporting videos and activities</li> <li>● <b>Scholastic Learn at Home</b> – Indigenous Peoples' Day read-alouds and craft ideas</li> </ul>
<p>October</p> <p>Lesson 2:</p> <p>German-American Heritage and Italian-</p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p>6.1.2.HistorySE.2 – Describe how cultural holidays and traditions are celebrated around the world.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>● Recognize that German and Italian cultures are part of American heritage.</li> <li>● Identify cultural traditions such as food, music, language, and family customs.</li> <li>● Demonstrate respect and appreciation for cultural diversity in their classroom and community.</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <p><b>For German-American Heritage:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Guten Tag! Let's Learn German"</b> by Judy Martialay – Intro to German language and culture</li> </ol>



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<p><b>American Heritage Month</b></p>	<p>6.1.2.HistoryCC.4 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p>	<p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Option A:</b> Flag Craft – Students color and decorate German and Italian flags</li> <li>● <b>Option B:</b> Pizza or Pretzel Craft – Use paper shapes to create food art</li> <li>● <b>Option C:</b> "My Family Traditions" Drawing – Children draw a special food or tradition from their own family to connect with the theme of heritage</li> <li>● <b>Observation:</b> Participation during read-alouds and discussion</li> <li>● <b>Student Work:</b> Review flags, food crafts, or drawings for engagement and understanding</li> <li>● <b>Exit Prompt:</b> "What is one thing you learned about Germany or Italy today?"</li> </ul>	<ol style="list-style-type: none"> <li>2. <b>"The Bremen Town Musicians"</b> – Classic German folktale</li> <li>3. <b>"This Is the Way We Go to School"</b> by Edith Baer – Includes German culture references</li> </ol> <p><b>For Italian-American Heritage:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Strega Nona"</b> by Tomie dePaola – A beloved Italian folktale</li> <li>2. <b>"Ciao! Let's Learn Italian"</b> by Judy Martialay – Great for introducing basic Italian words</li> <li>3. <b>"Pizza at Sally's"</b> by Monica Wellington – Fun, pizza-themed story connected to Italian food</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Picture cards or realia: pasta, pretzels, accordion, German and Italian flags</li> <li>● Mentor texts (listed above)</li> <li>● Art materials for flag or food crafts</li> <li>● Optional: Simple German and Italian vocabulary flashcards</li> <li>● World map or globe</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Library of Congress – Italian and German American Collections</b></li> <li>● <b>PBS LearningMedia</b> – Culture and heritage stories</li> <li>● <b>Smithsonian Folkways</b> – Music from Germany and Italy</li> <li>● <b>National Italian American Foundation (NIAF)</b> – <a href="https://www.niaf.org">https://www.niaf.org</a></li> </ul>
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			<ul style="list-style-type: none"> <li>• <b>German American Heritage Foundation</b> – <a href="https://gahmusa.org">https://gahmusa.org</a></li> <li>• <b>Colorín Colorado</b> – Bilingual and multicultural resources</li> </ul>
<p><b>October</b></p> <p><b>Lesson 3:</b></p> <p><b>Fire Prevention Month</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people from diverse cultures work together to solve problems.</p> <p>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community and local government leaders, including emergency personnel.</p> <p>6.1.2.HistoryCC.3 – Use examples of past and present events to describe how individuals and groups have made a difference in their communities.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of firefighters and their importance in the community.</li> <li>• Identify basic fire prevention and safety rules.</li> <li>• Demonstrate what to do in a fire emergency (Stop, Drop, and Roll; get low and go).</li> <li>• Practice showing appreciation for community helpers.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Fire Safety Hat Craft</b> – Create paper firefighter hats with students' names</li> <li>• <b>Option B: Draw and Label Fire Safety Rules</b> – Students illustrate one fire safety rule (e.g., "Don't hide, go outside!")</li> <li>• <b>Option C: Fire Truck Craft</b> – Use shapes to build a paper fire truck and label its parts</li> <li>• <b>Observation:</b> Participation during discussion, movement activity, and safety routine</li> <li>• <b>Student Work:</b> Review fire safety drawings or crafts</li> <li>• <b>Exit Prompt:</b> "Tell me one thing you can do to stay safe in a fire."</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Firefighters A to Z"</b> by Chris L. Demarest – Explains the role of firefighters in an engaging way</li> <li>2. <b>"Miss Mingo and the Fire Drill"</b> by Jamie Harper – Fun story introducing fire drills</li> <li>3. <b>"Clifford the Firehouse Dog"</b> by Norman Bridwell – A familiar character helping with fire safety</li> <li>4. <b>"Stop Drop and Roll"</b> by Margery Cuyler – A funny but informative book on fire safety</li> <li>5. <b>"The Fire Station"</b> by Robert Munsch – A humorous story with firehouse themes</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Firefighter dress-up clothes or pictures</li> <li>• Mentor texts (see below)</li> <li>• Fire safety poster or printable (stop, drop, roll, smoke detectors, etc.)</li> <li>• Red, yellow, and orange construction paper for crafts</li> <li>• Optional: Firefighter hats, sound clips of fire trucks, videos of fire stations</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>National Fire Prevention Association (NFPA):</b> <a href="https://www.nfpa.org">https://www.nfpa.org</a> <ul style="list-style-type: none"> <li>◦ Includes Sparky the Fire Dog</li> </ul> </li> </ul>

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			<p>videos and printable activities for kids</p> <ul style="list-style-type: none"> <li>• <b>Sparky School House:</b> <a href="https://www.sparky.org">https://www.sparky.org</a> – Games, songs, and free printable fire safety activities</li> <li>• <b>FEMA for Kids:</b> <a href="https://www.ready.gov/kids">https://www.ready.gov/kids</a> – Emergency preparedness activities</li> <li>• <b>Scholastic Fire Safety Toolkit</b> – Fire safety read-alouds, crafts, and class books</li> </ul>
<p><b>October</b></p> <p><b>Lesson 4:</b></p> <p><b>Grandparents Day</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsCM.1</b> – Describe why it is important that people from diverse cultures work together to solve problems.</p> <p><b>6.1.2.HistoryCC.3</b> – Use examples of past and present events to describe how individuals and groups have made a difference in their communities.</p> <p><b>6.1.2.HistorySE.3</b> – Use historical sources to explore family history.</p> <p><b>6.1.2.CivicsDP.1</b> – Describe roles and responsibilities of people in the community.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Recognize the special role grandparents play in families and communities.</li> <li>• Discuss how people of different ages can care for, teach, and support one another.</li> <li>• Express appreciation for their grandparents or older family members.</li> <li>• Identify family structures and traditions that make their family unique.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Grandparent Card or Letter</b> – Students write/dictate and decorate a card saying “Thank you” or “I love you.”</li> <li>• <b>Option B: Handprint or Flower Craft</b> – Create a gift to send home or give to a grandparent figure.</li> <li>• <b>Option C: Family Drawing</b> – Students draw themselves with their grandparents or someone special in their family.</li> <li>• <b>Observation:</b> Are students able to explain who their grandparents or older family members are and how they help?</li> <li>• <b>Student Work:</b> Check drawings or cards for evidence of understanding the theme of appreciation and connection.</li> <li>• <b>Exit Prompt:</b> “Tell me one thing your grandparent or someone older does that makes</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"How to Babysit a Grandpa"</b> by Jean Reagan – A humorous and heartwarming guide for spending time with grandpa</li> <li>2. <b>"Grandpa and Me" / "Grandma and Me"</b> by Karen Katz – Lift-the-flap books for young learners</li> <li>3. <b>"Llama Llama Gram and Grandpa"</b> by Anna Dewdney – A story about love, visiting, and memories</li> <li>4. <b>"Our Granny"</b> by Margaret Wild – A celebration of diversity in family structures and grandparents</li> <li>5. <b>"The Hello, Goodbye Window"</b> by Norton Juster – A Caldecott-winning story of time spent at grandparents’ house</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Mentor texts (listed above)</li> <li>• Drawing paper, crayons, glue</li> <li>• Optional: Family photo brought from home, printed heart or flower craft templates</li> <li>• Construction paper or card-making</li> </ul>

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		you happy."	<p>materials</p> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>PBS Parents:</b> <a href="https://www.pbs.org/parents">https://www.pbs.org/parents</a> – Articles and activity ideas for Grandparents Day</li> <li>• <b>Scholastic:</b> Free printable resources, cards, and lesson ideas</li> <li>• <b>Generations United:</b> <a href="https://www.gu.org">https://www.gu.org</a> – Resources for intergenerational activities</li> <li>• <b>National Grandparents Day:</b> <a href="https://grandparentsday.org">https://grandparentsday.org</a> – Background and ideas for classroom celebration</li> </ul>
<p>October</p> <p>Lesson 5:</p> <p>Constitution Day</p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – Describe roles and responsibilities of community and local government leaders.</p> <p><b>6.1.2.CivicsPI.2</b> – Explain how individuals work with different levels of government to make rules.</p> <p><b>6.1.2.CivicsDP.1</b> – Explain how national and state governments make laws and carry out rules.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Understand that the Constitution is a set of important rules for our country.</li> <li>• Identify why rules are important in school, at home, and in the community.</li> <li>• Participate in creating a simple classroom constitution.</li> <li>• Demonstrate understanding of fairness, working together, and showing respect.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Draw a Rule</b> – Students draw a picture of one classroom rule from the constitution</li> <li>• <b>Option B: Create a Flag</b> – Design a flag that represents the class and its values (stars for teamwork, stripes for kindness, etc.)</li> <li>• <b>Option C: Preamble Word Match or Coloring Sheet</b> – Match or trace important words like <i>fair</i>, <i>people</i>, <i>freedom</i></li> <li>• <b>Observation:</b> Student engagement in discussion and creation of class rules</li> <li>• <b>Student Work:</b> Drawing or written response on classroom rules</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"We the Kids"</b> by David Catrow – A playful, illustrated version of the Preamble to the Constitution</li> <li>2. <b>"If I Were President"</b> by Catherine Stier – Explains how government works in child-friendly terms</li> <li>3. <b>"Know and Follow Rules"</b> by Cheri J. Meiners – Connects classroom rules to bigger ideas of fairness</li> <li>4. <b>"F is for Flag"</b> by Wendy Cheyette Lewison – Introduces American symbols like the flag and Constitution</li> <li>5. <b>"What If Everybody Did That?"</b> by Ellen Javernick – Great for showing the importance of rules</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Poster of the U.S. Constitution or an image</li> </ul>

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	<p>respect for others can contribute to individuals feeling accepted in a community.</p>	<ul style="list-style-type: none"> <li>● <b>Exit Prompt:</b> "Tell me one rule in our classroom constitution and why it's important."</li> </ul>	<p>of it</p> <ul style="list-style-type: none"> <li>● American flag</li> <li>● Mentor texts (listed above)</li> <li>● "Class Constitution" printable or blank paper for students to sign</li> <li>● Crayons, star stickers, and optional feather pens for a fun signing ceremony</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>National Constitution Center:</b> <a href="https://constitutioncenter.org">https://constitutioncenter.org</a> – Lesson plans, videos, and printable resources</li> <li>● <b>Ben's Guide to the U.S. Government for Kids:</b> <a href="https://bensguide.gpo.gov">https://bensguide.gpo.gov</a> – Explains laws and rules simply</li> <li>● <b>PBS LearningMedia</b> – Constitution Day videos for young learners</li> <li>● <b>Scholastic</b> – Printable activities and anchor charts on rules and citizenship</li> </ul>
<p>October</p> <p>Lesson 6:</p> <p>World Financial Planning Day</p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>Financial Literacy Standards:</b></p> <p><b>9.1.2.CAP.1</b> – Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>9.1.2.EG.1</b> – Explain how an individual earns money and why people work.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>● Identify money and understand its use to buy goods and services.</li> <li>● Differentiate between needs and wants.</li> <li>● Recognize the importance of saving money to reach a goal.</li> <li>● Make a simple spending or saving decision through a class activity.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Option A: Save or Spend Sorting Activity</b> – Students choose what they would save for and what they would spend on</li> <li>● <b>Option B: Design a Piggy Bank</b> – Students color or decorate a piggy bank and write/draw what they would save for</li> <li>● <b>Option C: Classroom Coin Store</b> – Use pretend</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Bunny Money"</b> by Rosemary Wells – A fun story about making money choices</li> <li>2. <b>"A Chair for My Mother"</b> by Vera B. Williams – A classic about saving money for something important</li> <li>3. <b>"The Berenstain Bears' Trouble with Money"</b> by Stan and Jan Berenstain – Introduces earning, saving, and spending</li> <li>4. <b>"Curious George Saves His Pennies"</b> by Margret &amp; H.A. Rey – Shows how saving money helps reach a goal</li> <li>5. <b>"Lemonade in Winter"</b> by Emily Jenkins – A story of kids learning about earning and</li> </ol>

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	<p><b>9.1.2.EG.3</b> – Describe how you can earn money and the different things you can do with it.</p> <p><b>9.1.2.FI.2</b> – Identify coins and currency as forms of money.</p> <p><b>9.1.2.FI.3</b> – Identify ways to save money for future needs and wants.</p> <p><b>9.1.2.SM.1</b> – Describe how saving helps you reach a goal.</p>	<p>money to “buy” classroom items (stickers, pencils) and practice making choices</p> <ul style="list-style-type: none"> <li>● <b>Observation:</b> Participation in discussion and Needs vs. Wants sorting</li> <li>● <b>Student Work:</b> Review piggy bank drawings or sorting sheet</li> <li>● <b>Exit Prompt:</b> “Tell me one thing you would save money for.”</li> </ul>	<p>spending</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Real or play money (coins and bills)</li> <li>● Chart paper and markers</li> <li>● Needs vs. Wants sorting cards</li> <li>● Mentor texts (listed above)</li> <li>● Crayons and paper for drawing or craft</li> <li>● Piggy bank prop or jar for demonstration</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>JumpStart’s Reality Check for Kids:</b> <a href="https://www.jumpstart.org">https://www.jumpstart.org</a></li> <li>● <b>PBS Kids – Financial Literacy Games:</b> <a href="https://pbskids.org/games/money/">https://pbskids.org/games/money/</a></li> <li>● <b>Scholastic:</b> Financial literacy printables and books for young learners</li> <li>● <b>National Endowment for Financial Education (NEFE):</b> <a href="https://www.nefe.org">https://www.nefe.org</a></li> <li>● <b>Junior Achievement (JA):</b> <a href="https://jausa.ja.org">https://jausa.ja.org</a> – Financial education tools for early learners</li> </ul>
<p>October</p> <p>Lesson 7:</p> <p>United Nations Day</p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.1</b> – Describe why it is important that people from diverse cultures work together to solve problems.</p> <p><b>6.1.2.CivicsDP.1</b> – Explain how national and state governments</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>● Learn that the United Nations is a group that helps people and countries around the world work together.</li> <li>● Understand the importance of peace, fairness, and cooperation.</li> <li>● Explore cultural traditions from different countries.</li> <li>● Show respect for people from different backgrounds.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Option A: Peace Dove Craft</b> – Trace and cut</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>“What is Peace?”</b> by Etan Boritzer – Explores the idea of peace in child-friendly language</li> <li>2. <b>“Children Just Like Me”</b> by DK Publishing – Highlights real kids from around the world and their lives</li> <li>3. <b>“Say Hello!”</b> by Rachel Isadora – Introduces greetings in many languages</li> <li>4. <b>“Whoever You Are”</b> by Mem Fox – Celebrates cultural diversity and global</li> </ol>



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	<p>make laws and carry out rules.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.GeoPP.4</b> – Describe how landforms, climate, and weather affect where and how people live.</p>	<p>hands to make a paper dove symbolizing peace</p> <ul style="list-style-type: none"> <li>● <b>Option B: World Kids Drawing</b> – Students draw children from different places holding hands</li> <li>● <b>Option C: Peace Poster</b> – Decorate a poster that says “Peace” in different languages or with student illustrations</li> <li>● <b>Observation:</b> Participation in greetings, discussion, and craft activities</li> <li>● <b>Student Work:</b> Review posters, drawings, or crafts for understanding of peace and cooperation</li> <li>● <b>Exit Prompt:</b> “Tell me one way we can help people or be kind, like the United Nations.”</li> </ul>	<p>connection</p> <p>5. <b>“Same, Same but Different”</b> by Jenny Sue Kosteck-Shaw – Pen pals from different countries share what makes them alike and different</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Globe or world map</li> <li>● Flags or pictures from various countries</li> <li>● Chart paper and markers</li> <li>● Mentor texts (see above)</li> <li>● Crayons, paper, scissors, glue</li> <li>● “Peace around the world” song (optional)</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>UNICEF Kids Page:</b> <a href="https://www.unicef.org/kids">https://www.unicef.org/kids</a> – Simple info and global education resources</li> <li>● <b>United Nations for Kids (UN Cyberschoolbus Archive)</b></li> <li>● <b>National Geographic Kids:</b> <a href="https://kids.nationalgeographic.com">https://kids.nationalgeographic.com</a> – Info on countries, flags, cultures</li> <li>● <b>“Peace Songs” Playlist</b> – Simple songs on YouTube about peace and kindness</li> <li>● <b>Teaching Tolerance / Learning for Justice</b> – Diversity and inclusion resources for young children</li> </ul>
<p>November</p> <p>Lesson 1:</p> <p>American Indian &amp; Alaska</p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p><b>6.1.2.HistorySE.2</b> – Describe how communities work to accomplish</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>● Recognize that American Indians and Alaska Natives were the first people to live in North America.</li> <li>● Identify aspects of Indigenous cultures, such as traditional homes, foods, and clothing.</li> <li>● Appreciate the diversity of Native peoples and</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <p>1. <b>“Fry Bread: A Native American Family Story”</b> by Kevin Noble Maillard – Beautifully written and illustrated, explores food, tradition, and culture</p>



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<p><b>Native Heritage Month</b></p>	<p>common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.HistoryCC.1</b> – Use a timeline of important events to make inferences about the “long ago” and “today.”</p> <p><b>6.1.2.HistoryCC.2</b> – Use a timeline of important events to draw conclusions about how communities change over time.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.GeoPP.4</b> – Describe how landforms, climate, and weather affect where and how people live.</p>	<p>their contributions today.</p> <ul style="list-style-type: none"> <li>Practice respect when learning about cultures that are not their own.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>Option A: Make a Story Bracelet or Necklace</b> – Use colored beads to represent different parts of a traditional Native story</li> <li><b>Option B: Draw a Scene</b> – Children draw themselves learning about a Native celebration, home, or food</li> <li><b>Option C: Thankfulness Craft</b> – Inspired by Native values of gratitude, students draw or write what they’re thankful for</li> <li><b>Observation:</b> Participation in read-aloud and discussion</li> <li><b>Student Work:</b> Review drawings or crafts for evidence of learning</li> <li><b>Exit Prompt:</b> “What is one thing you learned about Native people today?” or “Why is it important to learn about different cultures?”</li> </ul>	<ol style="list-style-type: none"> <li><b>“We Are Water Protectors”</b> by Carole Lindstrom – An inspiring story about respecting nature, based on Indigenous values</li> <li><b>“Thanks to the Animals”</b> by Allen Sockabasin – A Wabanaki story highlighting the connection between animals and people</li> <li><b>“Bowwow Powwow”</b> by Brenda J. Child – A modern Native story showing the connection between dreams, tradition, and powwows</li> <li><b>“Jingle Dancer”</b> by Cynthia Leitich Smith – A contemporary story about a young Muscogee girl carrying on tradition</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Globe or map of North America</li> <li>Picture cards of Native homes (teepees, longhouses, igloos), foods, tools, and clothing</li> <li>Mentor texts (listed above)</li> <li>Art materials: brown paper bags, feathers, construction paper</li> <li>Simple drum or music clip</li> <li>Chart paper and markers</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li><b>Smithsonian National Museum of the American Indian:</b> <a href="https://americanindian.si.edu">https://americanindian.si.edu</a></li> <li><b>PBS Kids Native American Heritage Month:</b> <a href="https://pbskids.org">https://pbskids.org</a></li> <li><b>Native Knowledge 360° Curriculum</b> (Smithsonian) – Free K–12 Indigenous teaching resources</li> </ul>
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<p><b>November</b></p> <p><b>Lesson 2:</b></p> <p><b>Day of the Dead</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.CivicsCM.1</b> – Describe why it is important that people from diverse cultures work together to solve problems.</p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families of the past and present are shared through oral histories, photographs, songs, and celebrations.</p> <p><b>6.1.2.HistoryCC.2</b> – Use a timeline of important events to make inferences about how communities change over time.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>● Recognize that <b>Día de los Muertos</b> is a cultural celebration that honors loved ones who have passed away.</li> <li>● Identify and describe symbols of the holiday (e.g., marigolds, calaveras/skulls, candles, ofrendas).</li> <li>● Appreciate the value of family, memory, and tradition in different cultures.</li> <li>● Demonstrate respect for others' beliefs and celebrations.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Option A: Decorate a Paper Sugar Skull</b> – Use crayons or stickers to color a simple skull template</li> <li>● <b>Option B: Create Tissue Paper Marigolds</b> – Use orange/yellow tissue paper and pipe cleaners</li> <li>● <b>Option C: Draw a Picture for Someone Special</b> – Students draw a happy memory or person they love</li> <li>● <b>Observation:</b> Are students showing understanding and respect during discussion?</li> <li>● <b>Student Work:</b> Review drawings or crafts for comprehension of key symbols or ideas</li> <li>● <b>Exit Prompt:</b> "Tell me one thing people do during Day of the Dead."</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Just a Minute: A Trickster Tale and Counting Book"</b> by Yuyi Morales – A fun and culturally rooted introduction</li> <li>2. <b>"Clatter Bash! A Day of the Dead Celebration"</b> by Richard Keep – Joyful, rhythmic story of the celebration</li> <li>3. <b>"The Day of the Dead / El Día de los Muertos"</b> by Bob Barner – Bilingual book with engaging visuals</li> <li>4. <b>"Funny Bones: Posada and His Day of the Dead Calaveras"</b> by Duncan Tonatiuh – A bit older, good for discussion</li> <li>5. <b>"Rosita y Conchita"</b> by Erich Haeger – Beautiful bilingual rhyming story explaining traditions and altars</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Picture cards or slides of Day of the Dead symbols (marigolds, altars, sugar skulls, papel picado)</li> <li>● Chart paper and markers</li> <li>● Mentor texts (see above)</li> <li>● Crayons, tissue paper, paper plates, glue</li> <li>● Printable coloring sheets of sugar skulls or marigolds</li> <li>● Music clip (optional): Traditional Day of the Dead music or dance</li> </ul> <p><b>Teacher Resources:</b></p>

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			<ul style="list-style-type: none"> <li>• Smithsonian Latino Center – Day of the Dead Educator Resources</li> <li>• National Museum of Mexican Art (Chicago): <a href="https://nationalmuseumofmexicanart.org">https://nationalmuseumofmexicanart.org</a></li> <li>• PBS Learning Media – Day of the Dead: <a href="https://pbslearningmedia.org">https://pbslearningmedia.org</a></li> <li>• Colorín Colorado – Resources for teaching multicultural holidays</li> <li>• YouTube: “Day of the Dead for Kids” videos (Kid World Citizen, Sesame Street, or PBS Kids clips)</li> </ul>
<p><b>November</b></p> <p><b>Lesson 3:</b></p> <p><b>Veterans Day</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.HistoryCC.3</b> – Use examples of past and present events to describe how individuals and groups have made a difference in their communities.</p> <p><b>6.1.2.CivicsPI.1</b> – Describe roles and responsibilities of community and local government leaders, including those who have served in the military.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Understand that Veterans Day is a special holiday to honor people who served in the military.</li> <li>• Recognize the American flag as a symbol of our country.</li> <li>• Express gratitude to veterans through words, art, or writing.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Thank You Card or Letter</b> – Students draw a picture and dictate/write a thank-you message for a veteran.</li> <li>• <b>Option B: Star and Stripes Craft</b> – Create a mini American flag or patriotic star using paper and crayons.</li> <li>• <b>Option C: "My Hero" Drawing</b> – Students draw a veteran or hero they've learned about.</li> <li>• <b>Observation:</b> Participation in discussion, questions, and story reflection</li> <li>• <b>Student Work:</b> Check drawings/cards for understanding of theme</li> <li>• <b>Exit Prompt:</b> “Tell me who we honor on Veterans Day and why.”</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Veterans: Heroes in Our Neighborhood"</b> by Valerie Pfundstein – Introduces children to the idea that veterans are part of our everyday lives</li> <li>2. <b>"The Poppy Lady"</b> by Barbara Walsh – (use selected excerpts) Introduces the story behind the red poppy symbol</li> <li>3. <b>"Hero Dad"</b> by Melinda Hardin – Easy to understand with military parent perspective</li> <li>4. <b>"H is for Honor: A Military Family Alphabet"</b> by Devin Scillian – Use selected letters/pages for discussion</li> <li>5. <b>"Proud as a Peacock, Brave as a Lion"</b> by Jane Barclay – Gentle and respectful introduction to remembrance</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• U.S. flag or image of flag</li> <li>• Picture cards of different military branches (Army, Navy, Air Force, Marines, Coast Guard)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Mentor texts (see above)</li> <li>• Construction paper, crayons, scissors, glue</li> <li>• Optional: star stickers, patriotic music</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>VA Kids Page:</b> <a href="https://www.va.gov/kids">https://www.va.gov/kids</a> – Simple explanation of Veterans Day</li> <li>• <b>PBS LearningMedia:</b> <a href="https://www.pbslearningmedia.org">https://www.pbslearningmedia.org</a> – Videos about American symbols and heroes</li> <li>• <b>Scholastic:</b> Veterans Day book lists, printable activities, and class projects</li> <li>• <b>National Geographic Kids:</b> Facts about U.S. symbols and community helpers</li> <li>• <b>BrainPOP Jr.:</b> Veterans Day video (subscription may be required)</li> </ul>
<p><b>November</b></p> <p><b>Lesson 4:</b></p> <p><b>Election Day</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – Describe roles and responsibilities of community and local government leaders.</p> <p><b>6.1.2.CivicsPI.2</b> – Explain how individuals work with different levels of government to make rules.</p> <p><b>6.1.2.CivicsDP.1</b> – Explain how national and state governments make laws and carry out rules.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Understand that Election Day is a time when people vote to make important decisions.</li> <li>• Identify voting as a way to express a choice.</li> <li>• Participate in a simple classroom vote.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Observation:</b> Participation in discussion and understanding of vocabulary</li> <li>• <b>Student Work:</b> Completed ballot or drawing about voting</li> <li>• <b>Exit Prompt:</b> “What does it mean to vote?” or “Why is it important to make choices together?”</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Duck for President"</b> by Doreen Cronin – Funny and kid-friendly introduction to elections</li> <li>2. <b>"Grace for President"</b> by Kelly DiPucchio – Inspires civic participation and confidence</li> <li>3. <b>"Vote for Our Future!"</b> by Margaret McNamara – Encourages civic action, even for kids</li> <li>4. <b>"If I Ran for President"</b> by Catherine Stier – Simplified explanation of the election process</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Ballot box (can be a decorated tissue box)</li> </ul>

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	<p><b>6.1.2.CivicsDP.2</b> – Explain how individuals can work together to make decisions.</p>		<p>or shoe box)</p> <ul style="list-style-type: none"> <li>• Voting ballots (printed pictures or simple yes/no options)</li> <li>• Mentor texts (see above)</li> <li>• Construction paper, crayons</li> <li>• Optional: stickers that say "I Voted!"</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>PBS Kids – Democracy Resources:</b> <a href="https://www.pbs.org/parents">https://www.pbs.org/parents</a> – Games, books, and videos about voting</li> <li>• <b>National Constitution Center:</b> <a href="https://constitutioncenter.org">https://constitutioncenter.org</a> – Kid-friendly civics resources</li> <li>• <b>Scholastic Election Activities:</b> <a href="https://www.scholastic.com/teachers">https://www.scholastic.com/teachers</a></li> <li>• <b>Ben's Guide to the U.S. Government:</b> <a href="https://bensguide.gpo.gov">https://bensguide.gpo.gov</a> – Basic info about voting and citizenship</li> </ul>
<p>November</p> <p>Lesson 5:</p> <p>Geography Awareness Week</p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p><b>6.1.2.GeoPP.2</b> – Use maps, globes, and other simple geographic models to identify and describe physical and human features of places.</p> <p><b>6.1.2.GeoPP.4</b> – Describe how landforms, climate, and weather affect where and how people live.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Identify what a map and a globe are and how they help us learn about the world.</li> <li>• Recognize that Earth is made up of land and water.</li> <li>• Identify their town, state, and country with support.</li> <li>• Understand basic landforms (mountains, rivers, lakes, forests, oceans).</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: "Where Do I Live?" Flip Book</b> – Pages for: My Room, My House, My Street, My Town, My State, My Country, My Planet</li> <li>• <b>Option B: Design a Personal Map</b> – Students draw a map of their room, classroom, or playground using symbols</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Me on the Map"</b> by Joan Sweeney – A classic introduction to maps and personal geography</li> <li>2. <b>"There's a Map on My Lap!"</b> by Tish Rabe (Cat in the Hat Learning Library) – Fun and informative look at types of maps</li> <li>3. <b>"Follow That Map!"</b> by Scot Ritchie – A kid-friendly adventure using different types of maps</li> <li>4. <b>"Mapping Penny's World"</b> by Loreen Leedy – Helps children make personal maps</li> <li>5. <b>"Where Do I Live?"</b> by Neil Chesnow – Introduces geographic location from home</li> </ol>

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	<p><b>6.1.2.Geo.HE.1</b> – Describe how human activities affect the environment.</p> <p><b>6.1.2.Geo.SV.1</b> – Describe how geographic tools can be used to answer questions about places.</p> <p><b>6.1.2.CivicsPI.1</b> – Describe roles and responsibilities of community and local government leaders (connection to places we live).</p>	<ul style="list-style-type: none"> <li>• <b>Option C: Create a Landform Scene</b> – Students use construction paper to create a collage of landforms and label them</li> <li>• <b>Observation:</b> Participation during map/globe exploration and discussion</li> <li>• <b>Student Work:</b> Review flip books or drawings for evidence of understanding key concepts</li> <li>• <b>Exit Prompt:</b> “Tell me one thing you learned about maps or landforms today.”</li> </ul>	<p>to country</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Globe and world map</li> <li>• Picture cards of landforms and physical features</li> <li>• Mentor texts (listed above)</li> <li>• Chart paper and markers</li> <li>• Crayons, construction paper</li> <li>• Printable map outline or personal map worksheet</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>National Geographic Kids:</b> <a href="https://kids.nationalgeographic.com">https://kids.nationalgeographic.com</a> – Geography games and facts</li> <li>• <b>Google Earth (for kids)</b> – Zoom in on locations around the world</li> <li>• <b>PBS LearningMedia</b> – Geography awareness and map skills videos</li> <li>• <b>Scholastic Learn at Home: Maps and Globes Activities</b></li> <li>• <b>Education.com</b> – Printable map and landform worksheets</li> </ul>
<p><b>November</b></p> <p><b>Lesson 6:</b></p> <p><b>American Thanksgiving</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.HistoryCC.1</b> – Use a timeline of important events to make inferences about the “long ago” and “today.”</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Recognize that Thanksgiving is a national holiday with historical roots.</li> <li>• Identify key elements of the first Thanksgiving in a simplified, respectful way.</li> <li>• Compare family traditions from “then and now.”</li> <li>• Express gratitude for family, food, and community.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Thankful Turkey Craft</b> – Students</li> </ul>	<p><b>Mentor Texts (Age-Appropriate &amp; Respectful):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Thanksgiving in the Woods"</b> by Phyllis Alsdurf – A story about family, nature, and community</li> <li>2. <b>"We Are Grateful: Otsaliheliga"</b> by Traci Sorell – A Cherokee celebration of gratitude year-round</li> <li>3. <b>"The First Thanksgiving"</b> by Linda Hayward – A simple nonfiction story for early</li> </ol>

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	<p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families of the past and present are shared through oral histories, photographs, songs, and celebrations.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p>	<p>write/draw what they are thankful for on feathers</p> <ul style="list-style-type: none"> <li>● <b>Option B: Draw a Thanksgiving Meal</b> – Students create a picture of their family's special meal</li> <li>● <b>Option C: Thank You Cards</b> – Write a simple note or draw a picture for someone they're thankful for (school helpers, family, friends)</li> <li>● <b>Observation:</b> Participation in discussion and timeline activity</li> <li>● <b>Student Work:</b> Review drawings or crafts for understanding of past/present and gratitude</li> <li>● <b>Exit Prompt:</b> "Tell me one thing you're thankful for."</li> </ul>	<p>readers</p> <ol style="list-style-type: none"> <li>4. <b>"Bear Says Thanks"</b> by Karma Wilson – A sweet tale about sharing and thankfulness</li> <li>5. <b>"The Thankful Book"</b> by Todd Parr – A colorful, simple book about appreciating the little things</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Images or drawings of Pilgrims, Native Americans, corn, turkey, harvest, etc.</li> <li>● Chart paper and markers</li> <li>● Mentor texts (see above)</li> <li>● Crayons, construction paper, scissors</li> <li>● Printable Thanksgiving vocabulary or thank-you templates</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Scholastic "First Thanksgiving" Virtual Field Trip: <a href="https://www.scholastic.com/thanksgiving/">https://www.scholastic.com/thanksgiving/</a></li> <li>● National Museum of the American Indian – Teaching Native perspectives on Thanksgiving</li> <li>● PBS LearningMedia Thanksgiving – Videos, crafts, and songs</li> <li>● Teaching Tolerance / Learning for Justice – Resources for inclusive Thanksgiving lessons</li> <li>● ReadWriteThink.org – Thanksgiving-themed graphic organizers and literacy resources</li> </ul>
December Lesson 1	New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>● Recognize that Christmas is a holiday celebrated by many people around the world in different ways.</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Bear Stays Up for Christmas"</b> by Karma</li> </ol>



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<p><b>Christmas</b></p>	<p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.GeoPP.4</b> – Describe how climate and location affect how and where people live and celebrate.</p>	<ul style="list-style-type: none"> <li>• Identify symbols and traditions related to Christmas (trees, gifts, lights, music, giving).</li> <li>• Understand the importance of generosity, family, and kindness.</li> <li>• Demonstrate respect for other holidays and traditions celebrated in winter.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Holiday Card or Ornament Craft</b> – Students make a card to give to someone at home or school</li> <li>• <b>Option B: Christmas Symbols Coloring Book</b> – Print pages of trees, poinsettias, or lights</li> <li>• <b>Option C: Draw Your Christmas or Holiday Tradition</b> – Students draw and explain their family's celebration (or something kind they do)</li> <li>• <b>Observation:</b> Participation in discussion about traditions and global comparisons</li> <li>• <b>Student Work:</b> Review drawings or cards to check understanding of symbols and meaning</li> <li>• <b>Exit Prompt:</b> "Tell me one way people celebrate Christmas."</li> </ul>	<p>Wilson – A cozy tale about giving and friendship</p> <ol style="list-style-type: none"> <li>2. <b>"The Legend of the Poinsettia"</b> by Tomie dePaola – A Mexican folktale tied to Christmas</li> <li>3. <b>"Night Tree"</b> by Eve Bunting – A story of giving back to nature during the holidays</li> <li>4. <b>"Olive, the Other Reindeer"</b> by Vivian Walsh – A silly and creative twist on Christmas fun</li> <li>5. <b>"Christmas Around the World"</b> by Mary D. Lankford – Introduces global traditions in simple language</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Globe or world map</li> <li>• Chart paper and markers</li> <li>• Mentor texts (see above)</li> <li>• Art materials: construction paper, crayons, scissors, glue</li> <li>• Printable holiday symbols or card templates</li> <li>• Optional: simple holiday music</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Scholastic Christmas Resources:</b> <a href="https://www.scholastic.com">https://www.scholastic.com</a></li> <li>• <b>National Geographic Kids – Holidays Around the World</b></li> <li>• <b>PBS LearningMedia – Holidays and Traditions</b></li> <li>• <b>Diversity Toolkit: Winter Holidays (Learning for Justice)</b></li> <li>• <b>World Book Holiday Calendar</b> – Kid-friendly explanations of cultural</li> </ul>
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			holidays
<p><b>December</b></p> <p><b>Lesson 2</b></p> <p><b>Hanukkah</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSLS-S):</b></p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.GeoPP.4</b> – Describe how climate and location affect how and where people live and celebrate.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Recognize Hanukkah as a Jewish holiday celebrated for eight days.</li> <li>• Identify key symbols of Hanukkah (menorah, dreidel, latkes, candles).</li> <li>• Understand that holidays help families remember important stories and traditions.</li> <li>• Show respect for people of different religions and cultures.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Make a Paper Menorah or Candle Craft</b> – Students glue flames to 8 candles and 1 shamash (helper candle)</li> <li>• <b>Option B: Dreidel Coloring or Matching Game</b> – Color the four Hebrew letters and learn their meanings</li> <li>• <b>Option C: Draw Your Favorite Part of Hanukkah</b> – Based on the story or pictures they've seen</li> <li>• <b>Observation:</b> Participation in discussion and matching symbols</li> <li>• <b>Student Work:</b> Review crafts or drawings to assess understanding of Hanukkah themes</li> <li>• <b>Exit Prompt:</b> "Tell me one thing you learned about Hanukkah today."</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"Hanukkah Lights"</b> by David Martin – Simple and warm introduction to the holiday</li> <li>2. <b>"The Night Before Hanukkah"</b> by Natasha Wing – A rhyming story modeled after <i>The Night Before Christmas</i></li> <li>3. <b>"Latkes, Latkes Good to Eat"</b> by Naomi Howland – A folktale with fun illustrations</li> <li>4. <b>"Hanukkah Bear"</b> by Eric A. Kimmel – A humorous story with traditions and food</li> <li>5. <b>"Dreidel Day"</b> by Amalia Hoffman – A counting and vocabulary book for early learners</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Picture cards of menorahs, dreidels, candles, latkes, gelt (chocolate coins)</li> <li>• Real or paper menorah for demonstration</li> <li>• Chart paper and markers</li> <li>• Art materials: crayons, glue, scissors</li> <li>• Printable dreidel coloring sheet or "light" craft</li> <li>• Optional: play a dreidel game or show short video</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>PJ Library:</b> <a href="https://pjlibrary.org">https://pjlibrary.org</a> – Free Jewish holiday books and educator resources</li> <li>• <b>Jewish Museum – Hanukkah for Kids:</b></li> </ul>

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			<a href="https://thejewishmuseum.org">https://thejewishmuseum.org</a> <ul style="list-style-type: none"> <li>• PBS LearningMedia – Hanukkah for Kids</li> <li>• National Geographic Kids – Festivals</li> <li>• YouTube (age-appropriate): "Hanukkah, Oh Hanukkah" song, short videos explaining traditions</li> </ul>
<p><b>December</b></p> <p><b>Lesson 3</b></p> <p><b>Kwanzaa</b></p>	<p><b>New Jersey Kindergarten Social Studies Standards (2020 NJSL-S):</b></p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</p> <p><b>6.1.2.HistoryCC.4</b> – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in a community.</p> <p><b>6.1.2.CivicsPI.2</b> – Explain how people work together to make decisions in the classroom.</p>	<p><b>Objective: We are learning:</b></p> <ul style="list-style-type: none"> <li>• Recognize Kwanzaa as a holiday that celebrates African American culture, family, and community.</li> <li>• Identify and describe the seven principles of Kwanzaa in simple terms.</li> <li>• Recognize important symbols: kinara, candles, fruits, gifts, unity cups.</li> <li>• Express an appreciation for traditions that promote unity, sharing, and heritage.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Option A: Kwanzaa Candle Craft</b> – Use colored strips to make a paper kinara</li> <li>• <b>Option B: Unity Wreath or Bracelet</b> – Students draw or craft with the word <i>unity</i></li> <li>• <b>Option C: Draw and Label a Symbol of Kwanzaa</b> – Fruit basket, gifts, unity cup, kinara</li> <li>• <b>Observation:</b> Engagement in discussion and participation in identifying symbols</li> <li>• <b>Student Work:</b> Review drawings, crafts, or matching activities for understanding</li> <li>• <b>Exit Prompt:</b> "Tell me one thing people do during Kwanzaa."</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li>1. <b>"My First Kwanzaa"</b> by Karen Katz – Colorful and simple introduction for young children</li> <li>2. <b>"Li'l Rabbit's Kwanzaa"</b> by Donna L. Washington – A warm folktale-inspired story</li> <li>3. <b>"Seven Spools of Thread: A Kwanzaa Story"</b> by Angela Shelf Medearis – Teaches the principle of unity through a parable</li> <li>4. <b>"Together for Kwanzaa"</b> by Juwanda G. Ford – A story about a family reunion for Kwanzaa</li> <li>5. <b>"The Story of Kwanzaa"</b> by Donna Washington – A basic and clear explanation of the holiday and its symbols</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Kinara (or image of one) with seven candles</li> <li>• Pictures of Kwanzaa symbols and celebrations</li> <li>• Chart paper and markers</li> <li>• Mentor texts (listed above)</li> <li>• Crayons, construction paper, glue, scissors</li> <li>• Printable coloring sheets or Kwanzaa word cards</li> </ul>

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			<ul style="list-style-type: none"><li>• Optional: African music clip or rhythm instruments</li></ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"><li>• <b>PBS LearningMedia – Kwanzaa:</b> Songs, stories, and short videos</li><li>• <b>National Museum of African American History &amp; Culture:</b> <a href="https://nmaahc.si.edu">https://nmaahc.si.edu</a> – Kwanzaa resources</li><li>• <b>Scholastic Kwanzaa Resources:</b> Printable activities and lesson ideas</li><li>• <b>Colorín Colorado:</b> Culturally responsive holiday teaching tips</li><li>• <b>BrainPOP Jr. – Kwanzaa:</b> Age-appropriate educational video (subscription)</li></ul>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)