

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

Kindergarten ~ Unit 2 - Our Diverse World

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 2 - Our Diverse World/Module Overview

Our community is made up of people from many different backgrounds, cultures, and traditions. In this second unit, the goal is for students to develop an appreciation for different cultures and discover the similarities and differences between families. Students and teachers in a diverse classroom accept and celebrate all people. They will understand what it means to take care of themselves, their family, and other community members. Students will learn about ways that people are alike and different from one another and that this is what makes each person unique and special. Students will explore how they can respect others who are different from themselves. They will also learn about life cycles through our Literature lessons on Zoology. These will connect to how parents take care of their children and how environments can affect daily lives.

Unit 2 will cover the following topics:

1. New Years - Resolutions
2. Martin Luther King Day
3. Inauguration Day
4. Lunar New Year/Chinese New Year
5. Groundhog Day
6. Dental Health Month
7. Black History Month

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8. President's Day
9. 100th Day of School
10. Women's History Day
11. Read Across America
12. St. Patrick's Day
13. March Madness

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
January Lesson 1: New Years - Resolutions	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</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>6.1.2.HistorySE.1 – Use examples of how experiences of individuals</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand what a resolution is and how it relates to the New Year. Identify a personal goal or habit they want to try in the new year. Learn how people around the world celebrate the new year. Practice sharing, listening, and respecting others' goals. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: My New Year's Resolution Writing or Drawing Page – Sentence starter: "This year I 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> "Squirrel's New Year's Resolution" by Pat Miller – A fun, engaging story about goal-setting "The Night Before New Year's" by Natasha Wing – Celebration and excitement of the new year "Shante Keys and the New Year's Peas" by Gail Piernas-Davenport – Traditions in African American culture "The World's Birthday: A Rosh Hashanah

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	<p>and families of the past and present are shared through oral histories, photographs, songs, and celebrations.</p> <p>6.1.2.CivicsPI.2 – Explain how people work together to make decisions in the classroom.</p> <p>6.3.2.CivicsPD.1 – Develop and communicate a personal goal.</p>	<p>will..."</p> <ul style="list-style-type: none"> ● Option B: New Year's Crown or Star Craft – Decorate with goals or positive words ● Option C: Class "Resolution Chain" – Each student writes a goal on a paper strip, and links them to make a classroom chain ● Observation: Participation during read-aloud and discussion ● Student Work: Review drawings or writing for age-appropriate understanding of a resolution ● Exit Prompt: "Tell me one thing you want to try or learn this year." 	<p>Story" by Barbara Diamond Goldin – For exploring other cultural new year celebrations</p> <p>5. "The Year Comes Round: Haiku Through the Seasons" by Sid Farrar – Focus on change and growth over time</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Mentor texts (see above) ● Crayons, scissors, glue, construction paper ● Printable "My New Year's Resolution" writing or drawing sheet ● Optional: calendar, images of New Year celebrations worldwide <p>Teacher Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – New Year's Resolutions: Videos and printable activities ● Scholastic – New Year's Writing Prompts & Printables ● BrainPOP Jr. – "New Year's" video (subscription may be needed) ● National Geographic Kids – Photos of New Year celebrations worldwide ● Education.com – Printable resolution templates and goal-setting activities
<p>January</p> <p>Lesson 2:</p> <p>Martin Luther King</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Recognize Dr. Martin Luther King Jr. as a leader who worked for fairness and peace. ● Understand that all people should be treated equally and kindly. ● Identify ways they can be kind and fair in their classroom and community. 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. "Martin's Big Words: The Life of Dr. Martin Luther King, Jr." by Doreen Rappaport – Beautifully illustrated and powerful introduction 2. "Happy Birthday, Martin Luther King" by

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Day	<p>present are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.2 – Use a timeline of important events to make inferences about the “long ago” and “today.”</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>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community leaders.</p>	<ul style="list-style-type: none"> ● Create an age-appropriate symbol or expression of their own "dream" for kindness or peace. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: “I Have a Dream...” Writing or Drawing Sheet – Students draw or write one thing they want to do to make the world kinder ● Option B: Handprint Peace Wreath or Dove Craft – Children trace hands with kind messages and glue into a wreath ● Option C: Kindness Crown – Students decorate a crown with words and images that show fairness and friendship ● Observation: Engagement in discussion and understanding of fairness/kindness ● Student Work: Review dream drawings or crafts for connection to Dr. King’s message ● Exit Prompt: “Tell me one way you can be a helper like Dr. King.” 	<p>Jean Marzollo – Simple text and clear message</p> <ol style="list-style-type: none"> 3. “I Am Martin Luther King, Jr.” by Brad Meltzer – Engaging biography with child-friendly illustrations 4. “The Story of Martin Luther King Jr.” by Johnny Ray Moore – A board book version for younger learners 5. “Be a King: Dr. Martin Luther King Jr.’s Dream and You” by Carole Boston Weatherford – Connects his message to everyday actions children can take <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Picture of Dr. King ● Mentor texts (see above) ● Crayons, scissors, glue, construction paper ● Printable "I Have a Dream" writing or drawing sheet ● Optional: heart, peace sign, or dove templates <p>Teacher Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – Martin Luther King Jr. for Young Children ● Scholastic – MLK Jr. Activities and Printables ● National Civil Rights Museum – Kids' Corner ● Teaching Tolerance / Learning for Justice – Classroom resources for honoring Dr. King ● BrainPOP Jr. – Martin Luther King Jr. video (subscription may be required)
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<p>January</p> <p>Lesson 3:</p> <p>Inauguration Day</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community and national leaders (e.g., President, mayor, governor).</p> <p>6.1.2.CivicsPI.2 – Explain how individuals work together to make decisions in the classroom and community.</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>6.1.2.HistoryCC.1 – Use a timeline of events to distinguish between historical fact and fiction.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that Inauguration Day is the day a new president takes office. • Recognize that the president is a leader who helps make important decisions for our country. • Learn that Inauguration Day is a peaceful celebration of democracy and leadership. • Identify symbols of the presidency and inauguration (flag, White House, oath, American people). <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: "If I Were President" Writing/Drawing Page – Students write or draw what they would do as a kind and fair leader • Option B: Create a Mini American Flag or Presidential Medal Craft – Students decorate a symbol of Inauguration Day • Option C: Design a Class Inauguration Banner – Students contribute pictures or words like "peace," "respect," or "leadership" • Observation: Participation in discussion, use of vocabulary words • Student Work: Review writing/drawing activities for comprehension of leadership and fairness • Exit Prompt: "What does a president do to help our country?" 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. "Duck for President" by Doreen Cronin – A humorous introduction to leadership and elections 2. "If I Were President" by Catherine Stier – Simple descriptions of presidential responsibilities 3. "Grace for President" by Kelly DiPucchio – Introduction to elections and representation 4. "Celebrating President's Day" by Kimberly Jordano – Includes Inauguration Day elements 5. "My Teacher for President" by Kay Winters – Relatable and lighthearted view of leadership qualities <p>Materials Needed:</p> <ul style="list-style-type: none"> • Picture cards: the president, White House, flag, U.S. Capitol, oath of office • Chart paper and markers • Mentor texts (see below) • Craft materials: construction paper, crayons, glue, scissors • Printable "If I Were President" activity sheet or vocabulary cards • Optional: play part of a past inauguration clip (kid-friendly version) <p>Teacher Resources:</p> <ul style="list-style-type: none"> • PBS LearningMedia – Inauguration Day for Kids • Scholastic – President & Election Printables • National Archives – Kid-friendly info on the
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			<p>U.S. Presidency</p> <ul style="list-style-type: none"> • White House Historical Association – Inauguration Day videos and photos • BrainPOP Jr. – President and U.S. Government (subscription may be needed)
<p>January</p> <p>Lesson 4:</p> <p>Lunar New Year/Chinese New Year</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</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>6.1.2.GeoPP.4 – Describe how location affects how and where people live and celebrate.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that Lunar New Year is an important celebration in many Asian cultures. • Recognize traditions such as red envelopes, dragon dancing, lanterns, and special foods. • Identify symbols of the holiday (e.g., animals of the zodiac, fireworks, lucky colors). • Show appreciation and respect for different cultural celebrations. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Make a Paper Lantern – Fold and decorate red and gold lanterns • Option B: Zodiac Animal Coloring Sheet or Spinner – Students color or match the 12 animals • Option C: “My Wish for the New Year” Writing/Drawing Page – Inspired by the red envelope wish tradition • Observation: Participation during read-aloud and discussion • Student Work: Review crafts or drawings for understanding of traditions and symbols • Exit Prompt: “Tell me one way people celebrate Lunar New Year.” 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. “Bringing In the New Year” by Grace Lin – Colorful illustrations and simple language 2. “Goldy Luck and the Three Pandas” by Natasha Yim – A fun cultural twist on a familiar fairy tale 3. “Ruby’s Chinese New Year” by Vickie Lee – A sweet story with zodiac animals 4. “My First Chinese New Year” by Karen Katz – Great introduction for younger learners 5. “The Runaway Wok” by Ying Chang Compestine – A folktale with rich cultural references <p>Materials Needed:</p> <ul style="list-style-type: none"> • Chart paper or whiteboard • Photos or realia (lanterns, red envelopes, zodiac animals) • Mentor texts (listed above) • Construction paper, glue, crayons, scissors • Printable coloring or cut-and-paste activity (e.g., dragon, lantern, zodiac wheel) • Optional: video of a Lunar New Year parade or dragon dance <p>Teacher Resources:</p> <ul style="list-style-type: none"> • PBS LearningMedia – Lunar New Year for Kids

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			<ul style="list-style-type: none"> • National Geographic Kids – Lunar New Year Traditions • Scholastic – Chinese New Year Activities and Printables • Asia Society – Lunar New Year Education Toolkit • YouTube (teacher-screened): <ul style="list-style-type: none"> ○ Dragon Dance Parade ○ “How Chinese New Year is Celebrated” (Sesame Street, Panda Express, etc.)
<p>February</p> <p>Lesson 1:</p> <p>Groundhog Day</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.1 – Use a timeline of events to distinguish between historical fact and fiction.</p> <p>6.1.2.GeoHE.2 – Describe how weather, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>K-ESS2-1 (Science Crossover) – Use and share observations of local weather conditions to describe patterns over time.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand the tradition of Groundhog Day and its origin. • Learn how weather patterns help us predict seasons. • Participate in a fun, fictional weather prediction based on the groundhog's shadow. • Identify the difference between weather folklore and real weather observations. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Groundhog Puppet Craft – Use brown paper or bags to create a groundhog puppet • Option B: Shadow Prediction Graph – Students graph class votes (Shadow or No Shadow) • Option C: Groundhog Popping Up Craft – Create a pop-up groundhog in a cup or paper plate burrow • Observation: Participation in discussion and prediction activity • Student Work: Review craft, drawing, or graphing activities for comprehension • Exit Prompt: “What happens if the groundhog sees his shadow?” 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. “Groundhog Day!” by Gail Gibbons – Informational and age-appropriate 2. “Groundhog Weather School” by Joan Holub – Fun, fictional twist with weather info 3. “Go to Sleep, Groundhog” by Judy Cox – A silly tale with seasons and hibernation 4. “Punxsutawney Phyllis” by Susanna Leonard Hill – A story of a female groundhog predicting the weather 5. “Substitute Groundhog” by Pat Miller – A humorous take on Groundhog Day duties <p>Materials Needed:</p> <ul style="list-style-type: none"> • Groundhog puppet or image • Chart paper and markers • Mentor texts (see above) • Craft supplies: paper plates, construction paper, crayons • Printable weather graph, coloring sheet, or prediction tally chart

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			<ul style="list-style-type: none"> Optional: short video of Punxsutawney Phil <p>Teacher Resources:</p> <ul style="list-style-type: none"> PBS Kids – Groundhog Day Clips and Games National Weather Service – Weather Activities for Kids BrainPOP Jr. – Weather and Seasons videos (subscription may be needed) Scholastic – Groundhog Day Lesson Ideas and Printables National Geographic Kids – Groundhog Facts
<p>February</p> <p>Lesson 2:</p> <p>Dental Health Month</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S):</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>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community and national leaders (e.g., dentist, nurse, doctor).</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsPD.1 – Develop and communicate a personal goal</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify the role of a dentist as a community helper. Understand basic ways to care for their teeth (brushing, flossing, healthy food choices). Recognize the importance of personal responsibility for health. Set a simple dental health goal (e.g., brushing twice a day). <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: "My Healthy Smile" Drawing Page – Students draw themselves brushing their teeth or smiling Option B: Tooth Craft – Create a tooth shape decorated with "tools for healthy teeth" (cut-out foods, brushes, floss) Option C: Tooth Brushing Tracker Chart – Students color a tooth each time they brush for a week Observation: Engagement in discussion and responses to questions Student Work: Review drawings, crafts, or sorting for accuracy and understanding 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> "The Tooth Book" by Dr. Seuss – Fun rhymes about teeth and care "Brush, Brush, Brush!" by Alicia Padron – Simple and rhythmic for younger learners "Going to the Dentist" by Anne Civardi – Explains what happens at a dental visit "Sugar Bugs" by Erica Weisz – Visualizes what happens when we don't brush "Open Wide: Tooth School Inside" by Laurie Keller – A humorous and fact-filled book <p>Materials Needed:</p> <ul style="list-style-type: none"> Toothbrush, floss, model teeth or dental images Chart paper and markers Mentor texts (see above) Crayons, construction paper, glue, scissors Printable worksheets or craft templates (e.g., healthy smile, brushing chart)

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	(e.g., brushing twice a day).	<ul style="list-style-type: none"> • Exit Prompt: "Tell me one thing that helps your teeth stay clean." 	<ul style="list-style-type: none"> • Optional: plastic egg and toothbrush for demo, puppets for role-play <p>Teacher Resources:</p> <ul style="list-style-type: none"> • ADA Kids Zone (American Dental Association): https://www.ada.org/kids • PBS Kids – Healthy Habits Videos and Games • Colgate Bright Smiles, Bright Futures Program: Free kits, videos, activities • Scholastic Dental Health Printables and Lesson Ideas • BrainPOP Jr. – Dental Health Video and Activities (subscription may be required)
<p>February</p> <p>Lesson 3:</p> <p>Black History Month</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.2 – Use a timeline of important events to make inferences about the "long ago" and "today."</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</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn about and celebrate the achievements of Black Americans past and present. • Understand that people of all backgrounds contribute to our country and communities. • Develop respect and appreciation for diverse histories and cultures. • Identify ways to show fairness, kindness, and inclusion in their own classroom. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Biography Coloring Pages – Students color a picture of the person and share one fact • Option B: "I Can Make a Difference" Drawing Page – Inspired by the lesson, students draw how they can help others • Option C: Class Quilt Project – Each student decorates a paper "quilt square" to celebrate a historical figure or message like "fairness" or "dream big" • Observation: Student participation during discussions and read-alouds • Student Work: Review drawings or writing for 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. "The ABCs of Black History" by Rio Cortez – A poetic and engaging introduction 2. "I Am Martin Luther King, Jr." by Brad Meltzer – Child-friendly biography 3. "Mae Among the Stars" by Roda Ahmed – Inspiring story of astronaut Mae Jemison 4. "Rosa" by Nikki Giovanni – Story of Rosa Parks with rich illustrations 5. "Change Sings" by Amanda Gorman – Hopeful message about making change 6. "Hair Love" by Matthew A. Cherry – Celebrating love, family, and identity <p>Materials Needed:</p> <ul style="list-style-type: none"> • Chart paper and markers • Photos of historical and contemporary Black Americans • Mentor texts (listed above)

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	<p>respect for others can contribute to individuals feeling accepted in a community.</p>	<p>comprehension and connection</p> <ul style="list-style-type: none"> ● Exit Prompt: "Tell me one thing you learned about someone important today." 	<ul style="list-style-type: none"> ● Crayons, construction paper, glue, scissors ● Printable mini biographies or drawing pages ● Optional: timeline or visual display of individuals introduced throughout the month <p>Teacher Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – Black History Month Resources for Young Learners ● National Museum of African American History and Culture – Early Childhood Resources ● Scholastic – Black History Month Read-Alouds & Lesson Plans ● Teaching Tolerance / Learning for Justice – Age-appropriate classroom tools ● BrainPOP Jr. – "Martin Luther King Jr." and "Rosa Parks" videos (subscription may be required)
<p>February</p> <p>Lesson 4:</p> <p>President's Day</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.2 – Use a timeline of important events to make</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand that Presidents Day celebrates U.S. presidents, especially George Washington and Abraham Lincoln. ● Identify the president as a national leader who helps guide and protect the country. ● Recognize symbols related to the presidency (White House, American flag, penny, dollar bill). ● Share one fact about Washington, Lincoln, or what it means to be a leader. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: "If I Were President" Drawing Page – 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. "Celebrating Presidents' Day" by Kimberly Jordano – Introductory nonfiction 2. "A Picture Book of George Washington" by David A. Adler – Simplified biography 3. "A Picture Book of Abraham Lincoln" by David A. Adler – Clear and age-appropriate 4. "My Teacher for President" by Kay Winters – Imaginative and fun 5. "If I Were President" by Catherine Stier –

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	<p>inferences about the “long ago” and “today.”</p> <p>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community and national leaders (e.g., President).</p> <p>6.1.2.CivicsPI.2 – Explain how individuals work together to make decisions in the classroom and community.</p>	<p>Students write/draw what they would do as a fair and kind leader.</p> <ul style="list-style-type: none"> ● Option B: Lincoln Hat or Washington Wig Craft – Fun dress-up art representing each president ● Option C: Coin Rubbing Activity – Use pennies and quarters to make rubbings; match coins to president ● Observation: Engagement during discussion and read-aloud ● Student Work: Review drawings, crafts, or writing for understanding of leadership and historical figures ● Exit Prompt: “Who did we learn about today?” or “What does a president do?” 	<p>Explores responsibilities of a president</p> <p>6. “Grace for President” by Kelly DiPucchio – Introduces elections and leadership</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Photos of George Washington, Abraham Lincoln, the White House, flag ● Chart paper, markers ● Mentor texts (see above) ● Coins (penny and quarter), play money or picture cards ● Crayons, scissors, construction paper, glue ● Printable “If I Were President” writing/drawing page or hat craft template <p>Teacher Resources:</p> <ul style="list-style-type: none"> ● Scholastic – Presidents Day Lesson Plans and Printables ● PBS LearningMedia – Presidents Day for Early Learners ● National Geographic Kids – Facts about U.S. Presidents ● White House Historical Association – Kid-Friendly Tours and Activities ● BrainPOP Jr. – “President” and “George Washington” videos (subscription may be required)
<p>February</p> <p>Lesson 5:</p> <p>100th Day of</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and present are shared through</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand the significance of the 100th day of school as a celebration of learning and growth. ● Reflect on how they’ve grown as learners, friends, and community members. ● Collaborate with classmates to recognize shared goals and accomplishments. ● Participate in classroom traditions that build a 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. “Miss Bindergarten Celebrates the 100th Day of Kindergarten” by Joseph Slate 2. “The Night Before the 100th Day of School” by Natasha Wing 3. “100th Day Worries” by Margery Cuyler

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<p>School</p>	<p>stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people work together to solve problems and build a strong community.</p> <p>6.1.2.CivicsPD.1 – Develop and communicate a personal goal.</p> <p>6.3.2.CivicsPD.1 – With adult guidance and support, brainstorm a problem and solutions in the classroom or school.</p>	<p>sense of community.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: “When I Am 100...” Writing/Drawing Page – Students draw what they’ll look like or do when they are 100 years old • Option B: 100th Day Crown or Glasses Craft – Students decorate “100 Days Smarter” crowns • Option C: Create with 100 – Use 100 stickers, pom-poms, or cereal pieces to make a mosaic or design • Option D: 100 Compliments – Each student writes or says one kind word for the class; teacher records them on a poster • Observation: Participation in discussion and group reflection • Student Work: Review drawing/writing activities for comprehension and personal reflection • Exit Prompt: “What’s one thing you’ve learned or done in the past 100 days that makes you proud?” 	<ol style="list-style-type: none"> 4. “Fancy Nancy: The 100th Day of School” by Jane O’Connor 5. “Emily’s First 100 Days of School” by Rosemary Wells <p>Materials Needed:</p> <ul style="list-style-type: none"> • Chart paper and markers • Printable “100th Day” drawing/writing pages • Photos from the beginning of the school year (optional) • Stickers, dot markers, and collage materials • Crown or glasses craft templates (e.g., “100 Days Smarter”) • 100 items collection bags (e.g., cereal, buttons, beads, etc.) <p>Teacher Resources:</p> <ul style="list-style-type: none"> • Scholastic – 100th Day of School Activities • Education.com – Free Printables and Crafts for the 100th Day • PBS Kids – Videos and Songs about School and Community • Teachers Pay Teachers – “100th Day of School” Bundles (free and paid options) • GoNoodle – 100 Days Celebration Movement Breaks
<p>March</p> <p>Lesson 1:</p> <p>Women's History</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn about important women in history and their contributions. • Recognize that women can be leaders, helpers, creators, scientists, and more. • Identify characteristics such as courage, kindness, and determination in female role models. 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. “She Persisted: 13 American Women Who Changed the World” by Chelsea Clinton 2. “I Am Jane Goodall” by Brad Meltzer 3. “Mae Among the Stars” by Roda Ahmed (Mae Jemison)

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<p>Month</p>	<p>present are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.2 – Use a timeline of important events to make inferences about the “long ago” and “today.”</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.CivicsPI.1 – Describe roles and responsibilities of community and national leaders.</p>	<ul style="list-style-type: none"> • Reflect on how they can make a difference like the women they learn about. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Draw and Write Mini-Bio Page – “I learned about...” or “She was brave because...” • Option B: Create a Medal or Crown – Students make an “I Am a Leader Like...” headband • Option C: Class Quilt of Role Models – Each child draws a woman they learned about; combine into a large class display • Observation: Student participation during discussion and read-alouds • Student Work: Review of drawing/writing pages for comprehension and connection • Exit Prompt: “Tell me one woman who made the world better and what she did.” 	<ol style="list-style-type: none"> 4. “Frida Kahlo and Her Animalitos” by Monica Brown 5. “The Story of Ruby Bridges” by Robert Coles 6. “A Is for Awesome! 23 Iconic Women Who Changed the World” by Eva Chen <p>Materials Needed:</p> <ul style="list-style-type: none"> • Chart paper or timeline • Mentor texts (see above) • Drawing/writing supplies • Images of featured women (photos, illustrations, or posters) • Craft materials (for optional extension activities) • Printable mini-biography pages or vocabulary cards <p>Teacher Resources:</p> <ul style="list-style-type: none"> • National Women’s History Museum: https://www.womenshistory.org • PBS Kids – Women’s History Month Videos and Activities • Scholastic – Women’s History Read-Alouds and Lesson Ideas • Library of Congress – Kid-Friendly Biographies • BrainPOP Jr. – “Ruby Bridges” and “Amelia Earhart” (subscription may be needed)
<p>March</p> <p>Lesson 2:</p> <p>Read Across America</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that books help us learn about different people, places, and ideas. • Celebrate reading as a way to grow, share, and connect with others. • Recognize that people in a community value reading and learning together. 	<p>Mentor Texts (Diverse & Engaging Choices):</p> <ol style="list-style-type: none"> 1. “Read the Book, Lemmings!” by Ame Dyckman – Funny and engaging 2. “Lola Loves Stories” by Anna McQuinn –

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	<p>and families of the past and present are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people work together to solve problems and build a strong community.</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>6.1.2.HistoryCC.4 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<ul style="list-style-type: none"> ● Reflect on their favorite books and authors. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: <i>"My Favorite Book" Drawing Page</i> – Students illustrate and label their favorite book or a character they love. ● Option B: <i>Reading Self-Portrait</i> – Draw yourself reading and write (or dictate) where and what you like to read. ● Option C: <i>"Reading Is..." Craft</i> – Create a heart or bubble chart of words to finish the sentence: "Reading is..." ● Option D: <i>Class Book: "We Love to Read"</i> – Each child completes one page with a sentence and picture to be bound into a class book. ● Observation: Participation in discussion and engagement during read-aloud ● Student Work: Review of drawing/writing for understanding of reading's value and connection ● Exit Prompt: "Tell me one book you love and why you love it." 	<p>Celebrates storytelling and imagination</p> <ol style="list-style-type: none"> 3. "The Word Collector" by Peter H. Reynolds – Celebrates the power of words 4. "Thank You, Omu!" by Oge Mora – Community and generosity 5. "Saturday" by Oge Mora – Highlights family and everyday joy 6. "Green Eggs and Ham" by Dr. Seuss – Classic rhyme and persistence 7. "We Are in a Book!" by Mo Willems – Meta-literature for laughs and engagement <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Mentor texts (see above) ● Crayons, scissors, glue ● Printable "My Favorite Book" or "Reading Is..." pages ● Guest reader sign-up (optional) ● Hats or props for Dr. Seuss/themed dress-up (optional) <p>Teacher Resources:</p> <ul style="list-style-type: none"> ● NEA Read Across America Resources: www.nea.org/readacross ● Scholastic – Read Across America Activities and Printables ● Storyline Online – Free Video Read-Alouds by Actors ● PBS Kids – Reading Games and Videos ● International Literacy Association – Booklists and Activities
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<p>March</p> <p>Lesson 3:</p> <p>St. Patrick's Day</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families of the past and present are shared through stories, songs, and celebrations.</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.1 – Describe why it is important that people work together to solve problems and build a strong community.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that St. Patrick's Day is a holiday with Irish cultural roots. • Recognize symbols and traditions associated with St. Patrick's Day. • Compare how people celebrate different holidays around the world. • Participate in a cultural celebration through music, stories, and crafts. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: <i>Rainbow and Pot of Gold Craft</i> – Draw or glue a rainbow path to a pot of gold with something lucky they're thankful for • Option B: <i>Leprechaun Trap STEM Activity</i> – Students brainstorm/draw how they would catch a leprechaun • Option C: <i>"If I Were a Leprechaun" Writing/Drawing Page</i> – Imaginative response with drawing • Option D: <i>Shamrock Kindness Craft</i> – Write one kind thing on each leaf of a shamrock • Observation: Engagement during discussion and listening activities • Student Work: Review of craft or writing page for understanding of holiday symbols or personal reflection • Exit Prompt: "Name one thing you learned about St. Patrick's Day today." 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. "The Night Before St. Patrick's Day" by Natasha Wing 2. "How to Catch a Leprechaun" by Adam Wallace 3. "Jamie O'Rourke and the Big Potato" by Tomie dePaola – Irish folktale 4. "There Was an Old Lady Who Swallowed a Clover!" by Lucille Colandro 5. "St. Patrick's Day" by Gail Gibbons – Nonfiction, kid-friendly facts <p>Materials Needed:</p> <ul style="list-style-type: none"> • Chart paper and markers • Shamrock, rainbow, leprechaun, and gold coin cutouts • Mentor texts (see above) • Crayons, scissors, glue • Printable activity sheets or crafts (e.g., leprechaun hats, rainbow paths) • Irish music samples (optional) <p>Teacher Resources:</p> <ul style="list-style-type: none"> • Scholastic – St. Patrick's Day Lesson Plans and Printables • National Geographic Kids – St. Patrick's Day Facts • PBS Kids – St. Patrick's Day Videos and Games • Irish Music for Kids Playlist (Spotify, YouTube – for background music) • Teachers Pay Teachers – Free St. Patrick's Day printables and crafts
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<p>March</p> <p>Lesson 4:</p> <p>March Madness</p>	<p>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people work together to solve problems and build a strong community.</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>6.1.2.Geo.SV.1 – Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.GI.1 – Explain why and how people move from place to place.</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, celebrations, and traditions.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that March Madness is a national college basketball event. • Identify that teams come from all over the U.S. and learn basic geography (states, regions). • Discuss teamwork and sportsmanship. • Participate in a class voting activity related to the tournament (e.g., favorite mascot, team colors, etc.). <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • “I Am a Team Player” Badge – Students create a badge with a drawing and words like “kind,” “fair,” “helper” • “My Basketball Dream” Writing Page – Draw or write about a dream goal and how to achieve it • Basketball Count or Sort – Use paper basketballs to sort by color/team or count to 10/20 • Simple Bracket Fun – Vote on favorite books, sports, or animals using a bracket-style chart • Observation: Participation in discussions and voting activities • Student Work: Review drawing/writing to check for understanding of teamwork and geography • Exit Prompt: “What is one thing a good teammate does?” 	<p>Mentor Texts (Age-Appropriate):</p> <ol style="list-style-type: none"> 1. “Dream Big: Michael Jordan and the Pursuit of Excellence” by Deloris Jordan 2. “Basketball Belles” by Sue Macy – History of women’s basketball 3. “Salt in His Shoes” by Deloris Jordan – Growth mindset and perseverance 4. “Allie’s Basketball Dream” by Barbara E. Barber 5. “Goodnight Basketball” by Michael Dahl 6. “Teamwork Isn’t My Thing, and I Don’t Like to Share!” by Julia Cook – SEL focus <p>Materials Needed:</p> <ul style="list-style-type: none"> • U.S. map (physical or projected) • Chart paper, markers • College logos, mascots, or team colors (printed or projected) • Basketball stickers or cutouts • Crayons, scissors, glue • Printable bracket (simplified version or themed voting bracket) <p>Teacher Resources:</p> <ul style="list-style-type: none"> • NCAA March Madness Bracket (kid-friendly version) • Scholastic – College and Basketball-Themed Reading Activities • National Geographic Kids – U.S. Map and State Info • GoNoodle – Sports and Movement Videos • YouTube – Kid-safe clips of basketball games or team mascots • Teachers Pay Teachers – “March Madness
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)