

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

### Kindergarten ~ Unit 3 - Making Contributions

#### 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 3 - Making Contributions/Module Overview

Our world is in need of problem solvers who are equipped to meet the challenges of today's society. In this third unit of study, children will experience what it means to solve problems. They will discuss the need to find ways to bring awareness to the acceptance of others and that people need to be recognized for their different abilities. Through this unit, we examine resources people need to survive and how to create solutions to preserve and protect resources. Students begin to realize how our actions affect others as well as our environment, and understand the importance of making good choices. Children learn how to be responsible members of their community and to respect the world in which they live.

Unit 3 will cover the following topics:

1. Abilities Awareness
2. Easter
3. Earth Day
4. Arbor Day
5. Mother's Day/Father's Day
6. Memorial Day - National Symbols

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7. Flag Day
8. Summer Safety

**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>April</b>  <b>Lesson 1:</b>  <b>Abilities Awareness</b>	<p><b>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-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.CivicsCM.1</b> – Describe why it is important that people work together to solve problems and build a strong community.</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>Understand that everyone has unique abilities and strengths.</li> <li>Recognize that people may learn, move, or communicate in different ways.</li> <li>Practice kindness, empathy, and inclusion toward people of all abilities.</li> <li>Reflect on their own strengths and how they help the classroom community.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>Option A: "My Superpower Is..."</b> Students complete a worksheet/drawing that says: "My superpower is ___ because I can ___." Encourage students to use kind and confident words.</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li><b>"We're All Wonders"</b> by R.J. Palacio – Celebrates uniqueness and kindness</li> <li><b>"Just Ask! Be Different, Be Brave, Be You"</b> by Sonia Sotomayor – Features children with a range of disabilities</li> <li><b>"My Brother Charlie"</b> by Holly Robinson Peete – Autism awareness from a sibling's view</li> <li><b>"All the Way to the Top"</b> by Annette Bay Pimentel – About a young girl in a wheelchair advocating for accessibility</li> <li><b>"I Am Not a Label"</b> by Carrie Burnett – Biographies of people with disabilities</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 stories, songs, and celebrations.</p> <p><b>6.1.2.CivicsPD.1</b> – Develop and communicate a personal goal.</p>	<ul style="list-style-type: none"> <li>● <b>Option B: Kindness Role Play</b> Practice role-playing scenarios: “What would you do if a friend needed help opening a door?” “What if someone doesn’t talk but smiles at you?”</li> <li>● <b>Option C: Inclusion Mural</b> Create a group mural of students doing different things together (some with canes, glasses, wheelchairs, etc.)</li> <li>● <b>Observation:</b> Student engagement in group discussions and empathy role-play</li> <li>● <b>Student Work:</b> Review “My Superpower” pages for self-awareness and expression</li> <li>● <b>Exit Prompt:</b> “What is one way you can help others feel included?”</li> </ul>	<p>(adapt portions for K)</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Mentor texts (see above)</li> <li>● Printed “My Superpower Is…” page</li> <li>● Crayons, glue, scissors</li> <li>● Photos or visuals of assistive tools (wheelchair, hearing aids, service animals, etc.)</li> <li>● Mirror or handouts with emotions faces (for empathy building)</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● RespectAbility.org – Inclusion lesson plans and disability awareness videos</li> <li>● National Down Syndrome Society – Classroom resources</li> <li>● Autism Speaks – Educator kits</li> <li>● Teaching Tolerance (Learning for Justice) – Inclusion lessons</li> <li>● YouTube Read-Alouds of books like <i>Just Ask!</i> and <i>We’re All Wonders</i></li> <li>● Sesame Street – Meet Julia (autistic character), videos on empathy and inclusion</li> </ul>
<p><b>April</b></p> <p><b>Lesson 2:</b></p> <p><b>Easter</b></p>	<p><b>New Jersey Kindergarten Social Studies Standard (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</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Recognize Easter as one of many springtime holidays celebrated by some families.</li> <li>● Understand that people celebrate holidays in different ways.</li> <li>● Identify common symbols and traditions associated with Easter (e.g., eggs, bunnies, baskets).</li> <li>● Practice respect for different family traditions</li> </ul>	<p><b>Mentor Texts (Age-Appropriate &amp; Inclusive):</b></p> <ol style="list-style-type: none"> <li>1. <b>“The Easter Egg”</b> by Jan Brett – Beautiful springtime art and tradition</li> <li>2. <b>“Happy Easter, Curious George”</b> by R.P. Anderson – Easter egg hunt fun</li> <li>3. <b>“Pete the Cat: Big Easter Adventure”</b> by Kimberly and James Dean – Holiday</li> </ol>

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	<p>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>and celebrations.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p>teamwork</p> <ol style="list-style-type: none"> <li><b>“Easter”</b> by Gail Gibbons – A nonfiction overview of Easter traditions</li> <li><b>“Rechenka’s Eggs”</b> by Patricia Polacco – Ukrainian egg decorating and compassion</li> <li><b>“Too Many Carrots”</b> by Katy Hudson – Sharing and friendship with spring imagery</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Chart paper and markers</li> <li>Mentor texts (see above)</li> <li>Spring or Easter-themed images (eggs, bunnies, flowers, baskets)</li> <li>Crayons, scissors, glue</li> <li>Plastic eggs or egg cutouts (for optional sorting or math activity)</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>PBS Learning Media – Spring Holidays Around the World</li> <li>Scholastic – Easter Crafts and Reading Printables</li> <li>National Geographic Kids – Easter Around the World</li> <li>BrainPOP Jr. – Spring and Holiday Videos (if subscribed)</li> <li>Teachers Pay Teachers – Free egg hunt sorting, spring vocabulary, or coloring pages</li> </ul>
<p><b>April</b></p> <p><b>Lesson 3:</b></p>	<p><b>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPR.1</b> – Describe roles</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>Understand that Arbor Day is a special day to appreciate and care for trees.</li> <li>Recognize the role trees play in our environment and community.</li> <li>Identify ways they can help the Earth by caring</li> </ul>	<p><b>Mentor Texts (Age-Appropriate):</b></p> <ol style="list-style-type: none"> <li><b>“We Planted a Tree”</b> by Diane Muldrow – Trees around the world</li> <li><b>“A Tree is Nice”</b> by Janice May Udry –</li> </ol>

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<p>Arbor Day</p>	<p>and responsibilities of community and local government leaders.</p> <p><b>6.1.2.CivicsCM.1</b> – Describe why it is important that people work together to solve problems and build a strong community.</p> <p><b>6.1.2.Geo.HE.1</b> – Explain how environmental characteristics influence how and where people live.</p> <p><b>6.1.2.Geo.HE.2</b> – Describe how human interaction impacts the environment.</p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p>	<p>for plants and nature.</p> <ul style="list-style-type: none"> <li>• Participate in a simple tree-related activity or planting project.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <p><b>Option A: “My Favorite Tree” Drawing/Writing Page</b></p> <ul style="list-style-type: none"> <li>• Students draw a tree they like (real or imagined)</li> <li>• Sentence prompt: <i>“My tree is special because...”</i></li> </ul> <p><b>Option B: Class Tree Planting or Seed Planting Activity</b></p> <ul style="list-style-type: none"> <li>• Plant a small sapling, flower, or seed in the schoolyard or cups for windowsills</li> <li>• Talk about how to take care of it</li> </ul> <p><b>Option C: Leaf Rubbing Craft</b></p> <ul style="list-style-type: none"> <li>• Use real leaves and crayons to create leaf rubbings</li> <li>• Label parts of a tree (roots, trunk, leaves)</li> </ul> <p><b>Option D: Class Book – “Our Earth, Our Trees”</b></p> <ul style="list-style-type: none"> <li>• Each student contributes a page about how they can help the Earth or why they love trees</li> </ul> <p><b>Observation:</b> Participation during discussion and group brainstorming</p> <p><b>Student Work:</b> Evaluate drawing/writing or planting project for understanding</p> <p><b>Exit Prompt:</b> “What did you learn about trees today?”</p>	<p>Classic, simple appreciation</p> <ol style="list-style-type: none"> <li>3. <b>“Tree: A Peek-Through Picture Book”</b> by Britta Teckentrup – Seasonal tree changes</li> <li>4. <b>“The Giving Tree”</b> by Shel Silverstein – Tree as a symbol of giving (discussion starter)</li> <li>5. <b>“Because of an Acorn”</b> by Lola M. Schaefer – Chain of life from a single acorn</li> <li>6. <b>“I Can Save the Earth!”</b> by Alison Inches – Basic environmental awareness</li> </ol> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Mentor texts (see below)</li> <li>• Tree photos or real leaves</li> <li>• Crayons, glue, scissors</li> <li>• Optional: small saplings or seeds to plant (classroom or outdoor space)</li> <li>• Printable Arbor Day coloring/writing sheets</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• ArborDay.org – Free resources, kid-friendly activities</li> <li>• PBS Kids – “Nature” videos and games</li> <li>• National Geographic Kids – Trees and Plants</li> <li>• Scholastic – Arbor Day printable crafts and writing prompts</li> <li>• GoNoodle – Nature movement breaks</li> <li>• TPT (Teachers Pay Teachers) – Free Arbor Day mini-books and tree crafts</li> </ul>
<p>April</p>	<p><b>New Jersey Kindergarten Social Studies Standard (2020)</b></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand that Earth Day is a special day to learn how to take care of our planet.</li> </ul>	<p><b>Mentor Texts (Read-Aloud Books)</b></p>

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<p><b>Lesson 4:</b></p> <p>Earth Day</p>	<p><b>NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.1</b> – Describe why it is important that people work together to solve problems and build a strong community.</p> <p><b>6.1.2.CivicsPR.1</b> – Describe roles and responsibilities of people in a community.</p> <p><b>6.1.2.Geo.HE.2</b> – Describe how human interaction impacts the environment.</p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p>	<ul style="list-style-type: none"> <li>• Identify ways to help the environment (reduce, reuse, recycle).</li> <li>• Recognize that everyone can make a difference by taking action.</li> <li>• Participate in an Earth-friendly activity or project.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <p><b>Option A: “My Earth Promise” Craft</b></p> <ul style="list-style-type: none"> <li>• Students draw or write one thing they will do to help the Earth</li> <li>• Attach to a paper Earth cutout and make a classroom display</li> </ul> <p><b>Option B: Recyclable Sorting Game</b></p> <ul style="list-style-type: none"> <li>• Show (or use real) items and ask: “Is this trash, compost, or recycle?”</li> <li>• Students sort items into bins (paper, plastic, food, etc.)</li> </ul> <p><b>Option C: Nature Walk or Schoolyard Clean-Up</b></p> <ul style="list-style-type: none"> <li>• Take a short walk around school to notice nature or safely pick up litter</li> </ul> <p><b>Option D: “I Love the Earth” Class Book</b></p> <ul style="list-style-type: none"> <li>• Each child draws a picture and completes the sentence: <i>“I love the Earth because ____.”</i></li> </ul> <p><b>Observation:</b> Participation during read-aloud, discussion, and sorting game</p> <p><b>Student Work:</b> Review drawings, writing, or sorting activity for understanding</p>	<ol style="list-style-type: none"> <li>1. <b>“Earth Day, Birthday!”</b> by Maureen Wright – A fun and simple story featuring jungle animals</li> <li>2. <b>“The Earth Book”</b> by Todd Parr – Simple, colorful messages about helping the planet</li> <li>3. <b>“What Does It Mean to Be Green?”</b> by Rana DiOrio – Real-life actions kids can take</li> <li>4. <b>“I Can Save the Earth!”</b> by Alison Inches – Funny and informative, great for class discussion</li> <li>5. <b>“Michael Recycle”</b> by Ellie Bethel – A superhero story about recycling and action</li> </ol> <p><b>Teacher &amp; Digital Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic Kids – Earth Day</a> – Videos and fun facts</li> <li>• <a href="#">PBS Kids – Earth Day Videos &amp; Games</a> – Arthur, Wild Kratts, Elinor Wonders Why</li> <li>• <a href="#">EarthDay.org</a> – Activity ideas and global information</li> <li>• [GoNoodle] – “Reduce, Reuse, Recycle” dance break</li> <li>• [Scholastic Teachables] – Earth Day worksheets and crafts</li> <li>• [Teachers Pay Teachers] – Free Earth Day mini-books and coloring pages</li> </ul>
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		<b>Exit Prompt:</b> "Tell a friend one way you can help the Earth!"	
<p><b>May</b></p> <p><b>Lesson 1:</b></p> <p><b>Mother's Day</b></p>	<p><b>New Jersey Kindergarten Social Studies Standard (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.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.CivicsPD.1</b> – Develop and communicate a personal goal.</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 to:</b></p> <ul style="list-style-type: none"> <li>• Understand Mother's Day as a time to honor people who care for and love us.</li> <li>• Recognize that families may look different and caregivers may include moms, grandmothers, aunts, dads, or other family members.</li> <li>• Express appreciation through writing, art, or spoken word.</li> <li>• Participate in a celebration of gratitude and love.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <p><b>Option A: Mother's Day Card or Art Project</b></p> <ul style="list-style-type: none"> <li>• Students decorate a card or craft (handprint flower, paper bouquet, coupon book)</li> <li>• Include a writing prompt: <i>"I love you because..."</i> or <i>"You are special because..."</i></li> </ul> <p><b>Option B: "My Special Person" Writing Page</b></p> <ul style="list-style-type: none"> <li>• Students draw and write about someone they love and appreciate</li> <li>• Adapt for diverse families (say "someone who takes care of me" instead of only "mom")</li> </ul> <p><b>Option C: Class Book – "We Love Our Caregivers"</b></p> <ul style="list-style-type: none"> <li>• Each student contributes a page about their special person, and the class creates a collective keepsake</li> </ul> <p><b>Observation</b> – Engagement during discussion and group sharing</p> <p><b>Student Work</b> – Review cards or writing for thoughtful</p>	<p><b>Mentor Texts (Age-Appropriate)</b></p> <ol style="list-style-type: none"> <li>1. <b>"The Night Before Mother's Day"</b> by Natasha Wing – A playful and sweet celebration prep</li> <li>2. <b>"What Mommies Do Best"</b> by Laura Numeroff – Simple examples of nurturing</li> <li>3. <b>"Because Your Mommy Loves You"</b> by Andrew Clements – Shows how moms guide children with love</li> <li>4. <b>"Mommy's Khimar"</b> by Jamilah Thompkins-Bigelow – A beautiful story of love and culture</li> <li>5. <b>"My Heart Fills with Happiness"</b> by Monique Gray Smith – A celebration of love and family</li> <li>6. <b>"Mama, Do You Love Me?"</b> by Barbara M. Joosse – Unconditional love in an Alaskan setting</li> </ol> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>• <b>PBS Learning Media – Family and Traditions Videos</b></li> <li>• <b>Scholastic – Mother's Day crafts and writing templates</b></li> <li>• <b>TPT (Teachers Pay Teachers)</b> – Free Mother's Day cards, acrostics, and keepsake books</li> <li>• <b>Sesame Street</b> – Videos on families, love, and kindness</li> <li>• <b>National Geographic Kids – Families Around the World</b></li> </ul>

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		expression and connection	
		<b>Exit Prompt</b> – “What’s one way you can show someone you love them?”	
<p><b>May</b></p> <p><b>Lesson 2:</b></p> <p>Memorial Day ~ National Symbols</p>	<p><b>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPI.3</b> – Explain how historical symbols, monuments, and holidays reflect the shared values, principles, and beliefs of the American identity.</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.3</b> – Use chronological sequencing to compare life over time.</p> <p><b>6.1.2.CivicsCM.1</b> – Describe why it is important that people work together to solve problems and build a strong community.</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>Understand that Memorial Day is a national holiday to honor soldiers who served and sacrificed for our country.</li> <li>Recognize and identify important U.S. national symbols (e.g., flag, bald eagle, Statue of Liberty).</li> <li>Express respect and appreciation for the people who serve our country.</li> <li>Participate in a patriotic-themed activity or art project.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <p><b>Option A: Flag Craft or Coloring Page</b></p> <ul style="list-style-type: none"> <li>Students color or assemble an American flag with construction paper strips</li> <li>Talk about the 13 stripes and 50 stars</li> </ul> <p><b>Option B: Memorial Poppy Craft</b></p> <ul style="list-style-type: none"> <li>Make paper poppies and explain they honor soldiers</li> <li>Can be worn as a pin or added to a class wreath</li> </ul> <p><b>Option C: Symbol Match Game</b></p> <ul style="list-style-type: none"> <li>Match symbol pictures (e.g., eagle, flag, Statue of Liberty) with names or meanings</li> <li>Can be done as a center or group game</li> </ul> <p><b>Option D: “I Am Thankful For...” Writing Page</b></p> <ul style="list-style-type: none"> <li>Students complete: <i>“I am thankful for the people</i></li> </ul>	<p><b>Mentor Texts (Age-Appropriate)</b></p> <ol style="list-style-type: none"> <li><b>“Memorial Day”</b> by Emma Carlson Berne – A simple nonfiction overview</li> <li><b>“The Poppy Lady”</b> by Barbara Walsh – Story of Moina Michael and the Memorial Day poppy tradition</li> <li><b>“F is for Flag”</b> by Wendy Cheyette Lewison – Gentle introduction to the American flag</li> <li><b>“America the Beautiful”</b> by Katharine Lee Bates (illustrated) – U.S. landmarks and patriotism</li> <li><b>“Our Flag”</b> by Carl Memling – A classic Little Golden Book about the flag</li> <li><b>“Red, White, and Blue”</b> by Deborah Kent – A basic guide to national symbols</li> </ol> <p><b>Teacher &amp; Digital Resources</b></p> <ul style="list-style-type: none"> <li>PBS Kids – Patriotic Songs and Activities</li> <li>[BrainPOP Jr. – Memorial Day Video (if subscribed)]</li> <li>[Scholastic Learn at Home – Symbols of America lesson]</li> <li>[Teachers Pay Teachers – Free National Symbols posters, coloring sheets, and writing prompts]</li> <li>[National Park Service – Junior Ranger Symbols Booklet (free printable)]</li> </ul>



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		<p><i>who keep us safe.” and draw a picture</i></p> <p><b>Observation</b> – Participation in group discussion and symbol sorting</p> <p><b>Student Work</b> – Review crafts and writing for understanding of symbols and holiday meaning</p> <p><b>Exit Prompt</b> – “What is one thing you remember about Memorial Day?”</p>	
<p><b>June</b></p> <p><b>Lesson 1:</b></p> <p><b>Flag Day</b></p>	<p><b>New Jersey Kindergarten Social Studies Standard (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsPI.3</b> – Explain how historical symbols, monuments, and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</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 to:</b></p> <ul style="list-style-type: none"> <li>Understand that Flag Day celebrates the American flag and what it stands for.</li> <li>Recognize the U.S. flag as a national symbol.</li> <li>Identify the flag’s colors, stars, and stripes and their basic meanings.</li> <li>Show respect for the flag and discuss how symbols bring people together.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <p><b>Option A: Make a Flag Craft</b></p> <ul style="list-style-type: none"> <li>Use construction paper or coloring sheets to make the American flag</li> <li>Optional: Label the stars and stripes</li> </ul> <p><b>Option B: “What the Flag Means to Me” Writing/Drawing Page</b></p> <ul style="list-style-type: none"> <li>Prompt: <i>“The flag is special because...”</i> with a space for drawing</li> <li>Encourage student to think about respect, safety, or pride</li> </ul> <p><b>Option C: Flag Match or Symbol Sort Game</b></p> <ul style="list-style-type: none"> <li>Match American symbols (flag, eagle, Liberty</li> </ul>	<p><b>Mentor Texts (Read-Aloud Books)</b></p> <ol style="list-style-type: none"> <li><b>“F Is for Flag”</b> by Wendy Cheyette Lewison – Simple, engaging explanation of the flag’s meaning</li> <li><b>“Our Flag”</b> by Carl Memling – A classic introduction to the American flag for children</li> <li><b>“Red, White, and Blue: The Story of the American Flag”</b> by John Herman – Early history of the flag</li> <li><b>“The Flag We Love”</b> by Pam Muñoz Ryan – Poetic and patriotic</li> <li><b>“I Pledge Allegiance”</b> by Bill Martin Jr. &amp; Michael Sampson – Explains the meaning behind the pledge</li> </ol> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>PBS Kids: U.S. Symbols and Songs</li> <li>National Museum of American History – Star-Spangled Banner Resources</li> <li>Scholastic – American Flag and U.S. Symbols Activities</li> <li>[Teachers Pay Teachers – Free Flag Day printables, crafts, and worksheets]</li> </ul>

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		<p>Bell, etc.) with their names or meanings</p> <ul style="list-style-type: none"> <li>Sort symbols by “things that represent the U.S.” vs. “things that don’t”</li> </ul> <p><b>Option D: Sing-Along</b></p> <ul style="list-style-type: none"> <li>Learn a short patriotic song like “You’re a Grand Old Flag” or recite “The Pledge of Allegiance” together</li> </ul> <p><b>Observation</b> – Student engagement during discussion and flag identification</p> <p><b>Student Work</b> – Review drawings and crafts for understanding of flag components and meaning</p> <p><b>Exit Ticket</b> – “What do the stars and stripes on the flag mean?”</p>	<ul style="list-style-type: none"> <li>[YouTube – Sing-alongs like “You’re a Grand Old Flag” or “The Star-Spangled Banner” (instrumental versions)]</li> </ul>
<p><b>June</b></p> <p><b>Lesson 2:</b></p> <p><b>Father’s Day</b></p>	<p><b>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</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.3</b> – Explain how historical symbols, monuments, and holidays reflect shared values and beliefs of the</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>Understand that Father’s Day is a holiday to honor and thank fathers and father figures.</li> <li>Recognize the role of caregivers (dads, grandfathers, uncles, stepdads, etc.) in their lives.</li> <li>Express appreciation through words and creative work.</li> <li>Respect that families can look different but all include love and support.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <p><b>Option A: “All About My Dad” or “My Special Person” Booklet</b></p> <ul style="list-style-type: none"> <li>Fill-in-the-blank pages like: <ul style="list-style-type: none"> <li>“My dad’s name is...”</li> <li>“He likes to...”</li> <li>“I love my dad because...”</li> </ul> </li> </ul>	<p><b>Mentor Texts (Read-Aloud Books)</b></p> <ol style="list-style-type: none"> <li><b>“Because I’m Your Dad”</b> by Ahmet Zappa – A fun, heartfelt story of a father’s love</li> <li><b>“My Dad”</b> by Anthony Browne – A humorous tribute to dads</li> <li><b>“Daddy Hugs”</b> by Karen Katz – Simple and loving board book</li> <li><b>“Just Me and My Dad”</b> by Mercer Mayer – A Little Critter classic about quality time</li> <li><b>“I Love My Daddy”</b> by Sebastien Braun – Gentle, sweet celebration of dad-child bonding</li> <li><b>“A Family Is a Family Is a Family”</b> by Sara O’Leary – Emphasizes family diversity</li> </ol> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li><b>PBS Kids</b> – Family videos and crafts:</li> </ul>

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	<p>American identity.</p> <p><b>6.1.2.HistoryCC.3</b> – Use chronological sequencing to compare life over time.</p>	<ul style="list-style-type: none"> <li>○ Include drawings of them together</li> </ul> <p><b>Option B: Father's Day Card or Craft</b></p> <ul style="list-style-type: none"> <li>● Simple art project like a handprint card, necktie craft, or coupon book</li> <li>● Encourage kids to use words like “thank you,” “I love you,” or “You’re the best!”</li> </ul> <p><b>Option C: Class Book – “People We Love”</b></p> <ul style="list-style-type: none"> <li>● Each child draws and writes a sentence about their dad or special caregiver</li> <li>● Combine into a class book or slideshow</li> </ul> <p><b>Option D: Sing a Song or Poem</b></p> <ul style="list-style-type: none"> <li>● Teach a simple Father's Day poem or create a class chant</li> </ul> <p><b>Observation</b> – Participation in class discussion and story responses</p> <p><b>Student Work</b> – Review card or booklet for understanding and meaningful expression</p> <p><b>Exit Prompt</b> – “What is one way you can say thank you to someone in your family?”</p>	<p><a href="https://pbskids.org">https://pbskids.org</a></p> <ul style="list-style-type: none"> <li>● <b>Scholastic – Father's Day Cards &amp; Crafts</b></li> <li>● <b>Teachers Pay Teachers</b> – Free Father's Day printables, writing prompts, and class books</li> <li>● <b>Sesame Street – Families Come in All Shapes and Sizes</b></li> <li>● <b>YouTube Read-Alouds</b> – Many mentor texts above are available in video format</li> </ul>
<p><b>June</b></p> <p><b>Lesson 3:</b></p> <p><b>Summer Safety</b></p>	<p><b>New Jersey Kindergarten Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.1</b> – Describe why it is important that people work together to solve problems and build a strong community.</p> <p><b>6.1.2.CivicsPD.1</b> – Develop and</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Recognize safe and unsafe situations related to summer weather, swimming, and outdoor play.</li> <li>● Identify trusted adults and safe actions to take when unsure.</li> <li>● Express ways they can stay safe and healthy during summer vacation.</li> <li>● Participate in creating a personal or class summer safety guide.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<p><b>Mentor Texts (Read-Aloud Books)</b></p> <ol style="list-style-type: none"> <li>1. <b>“A Day at the Beach”</b> by Tom Booth – Great for introducing beach safety and fun</li> <li>2. <b>“Jabari Jumps”</b> by Gaia Cornwall – Gentle intro to water safety and facing fears</li> <li>3. <b>“Sun Safe”</b> by Emma Redden – Simple story about sunscreen, hats, and hydration</li> <li>4. <b>“Froggy Learns to Swim”</b> by Jonathan London – Water safety in a silly,</li> </ol>

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	<p>communicate a personal goal.</p> <p><b>6.1.2.HistorySE.1</b> – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p>	<p><b>Option A: “My Summer Safety Book”</b></p> <ul style="list-style-type: none"> <li>Students draw and write (or dictate) on pages like: <ul style="list-style-type: none"> <li>“In the sun, I will...”</li> <li>“At the pool, I will...”</li> <li>“When I ride my bike, I will...”</li> </ul> </li> </ul> <p><b>Option B: Poster or Coloring Page</b></p> <ul style="list-style-type: none"> <li>Make a poster of a safe summer scene (beach, playground, etc.)</li> <li>Label it with safety tips</li> </ul> <p><b>Option C: Summer Safety Sorting Game</b></p> <ul style="list-style-type: none"> <li>Present picture cards (sunscreen, sunglasses, running near pool, drinking water)</li> <li>Sort into “Safe” and “Not Safe” categories</li> </ul> <p><b>Option D: Role-Playing Safety Scenarios</b></p> <ul style="list-style-type: none"> <li>Act out what to do in different situations (e.g., lost at the beach, too much sun, need help)</li> </ul> <p><b>Observation</b> – Student responses during story and safety discussion</p> <p><b>Student Work</b> – Check for understanding in their safety drawings/writing</p> <p><b>Exit Ticket</b> – “What’s one safe thing you can do this summer?”</p>	<p>kid-friendly way</p> <p>5. <b>“Officer Buckle and Gloria”</b> by Peggy Rathmann – A fun way to discuss rules and safety</p> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li><b>Safe Kids Worldwide – Summer Safety Tips</b> (<a href="https://www.safekids.org">https://www.safekids.org</a>)</li> <li><b>PBS Kids – Outdoor Safety Games &amp; Videos</b></li> <li><b>CDC: Water and Sun Safety for Children</b></li> <li><b>GoNoodle – Sun Safety Song</b></li> <li><b>Scholastic Teachables</b> – Summer safety writing prompts and coloring pages</li> <li><b>Teachers Pay Teachers</b> – Free “Summer Safety Rules” worksheets and mini books</li> </ul>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)