

Green Township School District Kindergarten Social Studies Curriculum - Revised 2017

Pacing: 5-6 weeks (beginning October - mid November)		Unit 1: Our Community
		Unit 1 Essential question: <i>How do we show respect?</i>
Unit 1 Social Studies Standards	Activities to Support Student Learning	Unit 1 Critical Knowledge and Skills
6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.	Create a student generated list of classroom rules. As each rule or routine is introduced model correct and incorrect behavior.	Content Statements: <ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community. • Students will recognize that the American government is based on principles of fairness, and equality. • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community. • Being an American citizen requires active participation. • Rules and laws are developed to protect people's rights and the security and welfare of society. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.	Students will take part in being a member of their classroom by completing assigned classroom jobs.	
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.	Have students make a poster about "ways we work together."	
6.1.4.A.1 Explain how rules and laws created by the community protect the rights of people, help resolve conflicts, and promote the common good.		

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6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.	Determine the meaning of fairness, equality and the common good.	
6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).		
6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	Students will organize a community event celebrating local veterans.	
6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue	Students will invite community members and veterans to the school to view organized performances and	
Unit 1 Kindergarten: What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Student portfolios Teacher observation and anecdotal notes “All About Me” activities		Student portfolios and dictated responses

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<p>Classroom discussions</p> <p><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>	
Core Instructional Materials	District/School Supplementary Resources
<p>Dogo News</p> <p>Picture books about historical figures and events</p> <p>Songs about historical events and figures</p>	<ul style="list-style-type: none"> Poetry and picture books

Possible Assignments/ Activities to Support Student Learning Within Unit 1 Kindergarten
<ul style="list-style-type: none"> Veteran's Day Celebration planning and implementation Whole group will create a tribute (video, presentation, written work, etc.) for community veteran members.

Plan for Language Study Kindergarten Unit 1		
<u>New:</u>	Review:	Academic Vocabulary: Community

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<ul style="list-style-type: none"> Using nouns, verbs and prepositions Orally form plural nouns Understand and use question words (who, what, where, when, why, how) <p>(Embed into reading and writing activities)</p> <ul style="list-style-type: none"> What is a sentence? <ul style="list-style-type: none"> <i>A sentence is a group of words giving a complete thought.</i> <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i> What is a subject (in a sentence)? What is a verb? 	Assessing prior knowledge of new words	Citizen Veteran Responsibility
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

RI.K.1. With prompting and support, ask and answer questions about key details in a text

RI.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Visual and Performing Arts:

1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

1.3.P.B.5 Participate in and listen to music from a variety of cultures and times. 1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

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Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.

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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

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Pacing: 5-6 weeks		Unit 2: My Family
		Unit 2 Essential question: <i>How do my family's traditions affect my life?</i>
Unit 1 Social Studies Standards	Activities to Support Student Learning	Unit 2 Critical Knowledge and Skills
6.1.P.D.1 Describe characteristics of oneself, one's family, and others.	Family Project	Content Statements: <ul style="list-style-type: none"> • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community. • Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
6.1.P.D.2 Demonstrate an understanding of family roles and traditions.	Family Project	
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).	Family Project	
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.	Family Project	

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6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.	Family Project	
6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.	Family Project	
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	Family Project	
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.		
Unit 2 Kindergarten: What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Student portfolios Teacher observation and anecdotal notes Classroom discussions <i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i>	Student portfolios and dictated responses	
Core Instructional Materials	District/School Supplementary Resources	

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Dogo News Picture books about identity, family and cultures Songs about family and cultures	<ul style="list-style-type: none">Poetry and picture books
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Possible Assignments/ Activities to Support Student Learning Within Unit 2 Kindergarten

- Family Project

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Plan for Language Study Kindergarten Unit 2		
<u>New:</u> Culture Nationality	Review: (Embed into reading and writing activities) <ul style="list-style-type: none"> ● What is a sentence? <ul style="list-style-type: none"> ○ <i>A sentence is a group of words giving a complete thought.</i> ○ <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i> ● What is a subject (in a sentence)? ● What is a verb? 	Academic Vocabulary: Culture Beliefs Values

Interdisciplinary Connections throughout the K-12 Curriculum	
ELA: W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. RI.K.10. Actively engage in group reading activities with purpose and understanding RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

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	<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<u>2014 NJ Technology Standards:</u>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> • Conduct research and provide presentation of various topics. • Design surveys to generate and analyze data to be used in discussion. • Debate topics of interest / cultural importance. • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Exploration of art and/or artists to understand society and history. • Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> • Use of Higher Level Questioning Techniques • Provide assessments at a higher level of thinking 	
<u>English Language Learners:</u>	
<p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Provide copy of classnotes • Student may request books on tape / CD / digital media, as available and appropriate. • Assign a peer helper in the class setting 	

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Modifications for Homework and Assignments

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Modifications for Assessments

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- Student may take/complete tests in an alternate setting as needed.
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Students at Risk of School Failure:

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Pacing: 5-6 weeks		Unit 3: Where I live
		Unit 3 Essential question: <i>What is a neighborhood?</i> <i>How do we depend on others?</i>
Unit 1 Social Studies Standards	Activities to Support Student Learning	Unit 3 Critical Knowledge and Skills
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.	Class will go on a walk through the school grounds, creating a list with words or pictures that describes the physical features of the neighborhood.	Content Statements: <ul style="list-style-type: none"> • Everyone is part of a larger neighborhood and community. • Determine differences between information on different types of maps. • Places are jointly characterized by their physical and human properties. • People live in places based upon resources in the area.
6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community	Whole group will discuss and list helpers in their community. Then, the group will watch “Community Helpers” by BrainPOP Jr. In stations, students will role-play jobs in their community.	
6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	In stations, students will determine the differences between information provided on two different types of maps.	
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	Using a large map, class will determine why living near specific landforms could be beneficial (i.e., living near the ocean is beneficial for fishing)	

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6.1.4.B.8 Compare ways people choose to use and distribute natural resources.	Students will explore ways that people in our community and other nearby areas distribute natural resources.	
Unit 3 Kindergarten: What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Student portfolios Teacher observation and anecdotal notes Classroom discussions <i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i>		Student portfolios and dictated responses
Core Instructional Materials		District/School Supplementary Resources
Dogo news articles Picture books about community, neighborhoods, natural resources Maps with ying characteristics BrainPOP Jr.		<ul style="list-style-type: none"> • Picture books • Maps

Plan for Language Study Kindergarten Unit 3		
<u>New:</u> Map Community Community helpers	Review:	Academic Vocabulary:

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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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Pacing: 5-6 weeks

Unit 4: Our Country

Unit 4 Essential question:

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		<i>How and why do people become Americans?</i>
Unit 4 Social Studies Standards	Activities to Support Student Learning	Unit 4 Critical Knowledge and Skills
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	Whole group read aloud of a biographical picture book about the life and impact of Dr. Martin Luther King, Jr. (such as <i>A Picture Book of the Life of Martin Luther King</i> by David A. Adler)	Content Statements: <ul style="list-style-type: none"> • Key historical events, documents, and individuals led to the development of our nation. • Personal, family, and community history is a source of information for individuals about the people and places around them. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	Brain Pop Jr. video on Ellis Island. Whole group should discuss contents of video after viewing.	
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	Whole group read aloud of a picture book about Christopher Columbus. Use a map or globe to demonstrate the voyage.	
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	Read aloud: <i>We the Kids</i> by David Catrow Through whole group discussion, teacher and students will determine how documents like the Bill of Rights affect our everyday lives.	
6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	Whole group read aloud of picture books describing the leadership qualities of America's Founding Fathers, such as, <i>George Did It</i> by Suzanne Tripp Jurmain and Larry Day, and <i>A Picture Book of...</i> books by David A. Adler	

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6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.	Students will evaluate the changes in their community over time by comparing historical photographs of local landmarks to their appearance today.	
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	As a whole group, define the meaning of the word symbol. During class discussion, students will identify what the American flag symbolizes and why it is an important symbol.	
Unit 4 Kindergarten: What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Student portfolios Teacher observation and anecdotal notes Classroom discussions <i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i>		Student portfolios and dictated responses
Core Instructional Materials		District/School Supplementary Resources
Dogo news Picture books about important historical figures Videos Map or globe Historical photographs of the local community Biographical picture books Websites and videos showing biographies of famous Americans Brain Pop		<ul style="list-style-type: none">● Picture books● Map/globe

Plan for Language Study Kindergarten Unit 5

<u>New:</u>	Review:	Academic Vocabulary:
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<ul style="list-style-type: none"> Using nouns, verbs and prepositions Orally form plural nouns Understand and use question words (who, what, where, when, why, how) 	<ul style="list-style-type: none"> Using nouns, verbs and prepositions Orally form plural nouns Understand and use question words (who, what, where, when, why, how) <p>(Embed into reading and writing activities)</p> <ul style="list-style-type: none"> What is a sentence? <ul style="list-style-type: none"> <i>A sentence is a group of words giving a complete thought.</i> <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i> What is a subject (in a sentence)? What is a verb? 	<p>Symbol Monument Leader biography</p>
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

21st Century Skills/ Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

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	<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<p style="text-align: center;"><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> • Conduct research and provide presentation of various topics. • Design surveys to generate and analyze data to be used in discussion. • Debate topics of interest / cultural importance. • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Exploration of art and/or artists to understand society and history. • Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> • Use of Higher Level Questioning Techniques • Provide assessments at a higher level of thinking <p style="text-align: center;"><u>English Language Learners:</u></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Provide copy of classnotes 	

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- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

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Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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- Distribute study guide for classroom tests.

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- Establish procedures for accommodations / modifications for assessments.

Pacing: Throughout the school year		Unit 5: Holidays	
		Unit 5 Essential questions: <i>Why do we celebrate holidays?</i> <i>Does what we believe influence our actions?</i>	
Unit 5 Social Studies Standards	Activities to Support Student Learning	Unit 5 Critical Knowledge and Skills	
6.1.P.D.2 Demonstrate an understanding of family roles and traditions	Students will explore their own family holiday traditions by “interviewing” their family members to find out why they celebrate specific holidays.	Content Statements: <ul style="list-style-type: none"> • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community. • Cultures struggle to maintain traditions in a changing society. 	
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).			
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.			

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6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	Near thanksgiving, introduce and read aloud the book <i>Grandmother's Dreamcatcher</i> by Becky Ray McCain. Ask students to identify ways that the Grandmother maintains traditions in contrast to her granddaughter.	
6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.		
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	During Veteran's Day project, explore why acknowledging military veterans is important and valuable for our country. Follow up by reading nonfiction texts about our Presidents contributions to our country near President's Day. Books such as <i>My First Biography: Abraham Lincoln</i> By Marion Dane Bauer, and <i>Presidents' Day</i> by Anne Rockwell	
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.		
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.		

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6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.		
6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.		
Unit 5 Kindergarten: What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Student portfolios Teacher observation and anecdotal notes Classroom discussions		Student portfolios and dictated responses
Core Instructional Materials		District/School Supplementary Resources
Dogo news Picture books about community, neighborhoods, natural resources Maps with varying characteristics		<ul style="list-style-type: none">• Picture books• Maps

Plan for Language Study Kindergarten Unit 5		
<u>New:</u>	Review:	Academic Vocabulary:

Interdisciplinary Connections throughout the K-12 Curriculum
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ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
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- CRP11. Use technology to enhance productivity.
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2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
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- Extended time for assignment completion as needed
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- Use graphic organizers

Students with Disabilities:

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Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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Students at Risk of School Failure:

Modifications for Classroom

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- Ask students to restate information, directions, and assignments.

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