

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Social Studies	Grade Level(s): K
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

In Kindergarten, students study government at the local level through their experiences in the classroom developing class rules and “laws”. In this grade, basic geography presents students with a framework for understanding the world around them and the diverse cultures represented by American citizens. American symbols and their origins, as well as a basic understanding of the impact of immigration, add to students’ exposure to the foundations of the citizenry of the United States. The characteristics and practices of good citizens are discussed and put into action through a grade-level project designed to address the shared responsibility of active citizenship. Benchmark assessments are employed to track individual student progress.

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Mission Statement

The primary goal of the South Harrison Township Elementary 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 every Student Succeeds Act (ESSA), the New Jersey Student Learning 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 Home and School Association (HSA) 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.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work,

projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:**Course Title:**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Civics, Government and Human Rights	10 weeks	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.9 6.1.4.A.10 6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.3.4.A.1	<ul style="list-style-type: none">• Students will understand the importance of laws/rules in schools and communities. (3 weeks)• Students will understand how families are similar and different. (3 weeks)• Students will understand the importance of being a good citizen as well as how to bring about change in school or in our community. (4 weeks)	<ul style="list-style-type: none">• Students will be able to explain how rules and laws created help our community and our classroom run smoothly.• Students will be able to explain the meaning of the terms fairness and equality.• Students will be able to compare and contrast the effects of treating others fairly and unfairly.• Students will be able to differentiate between rights and privileges.• Students will be able to identify similarities and differences within families/individuals and explain how this helps our communities.• Students will be able to compare/contrast how people were treated in the past and the present.• Student will be able to identify leaders in our government and our school and explain how they help community.• Students will be able to define what makes a good citizen.• Students will be able to explain how change can be brought about in our school and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>community.</p> <ul style="list-style-type: none"> Students will be able to identify a good rule or law and explain what makes this rule or law beneficial to everyone.
Unit 2: History, Culture and Perspectives	10 weeks	6.1.4.D.12 6.1.4.D.13 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20 6.3.4.D.1	<ul style="list-style-type: none"> Students will understand the meaning of the word 'culture'. (1 week) Students will understand how culture affects a person's beliefs and values and how it can be interpreted differently from people with different cultural perspectives. (7 weeks) Students will understand the importance of historical symbols, monuments, and holidays. (2 weeks) 	<ul style="list-style-type: none"> Students will be able to define the word 'culture'. Students will be able to describe how culture is expressed differently. Students will understand the importance of understanding different perspectives. Students will understand how to treat people fairly. Students will be able to identify American Symbols such as the eagle, flag, Statue of Liberty, Uncle Sam, Liberty Bell. Students will understand the significance of each American Symbol.
Unit 3: Economics, Innovation and Technology	6 weeks	6.1.4.C.1 6.1.4.C.2	<ul style="list-style-type: none"> Students will understand the difference between wants and needs and how supply shortages and choice influences decisions. (5 weeks) Students will understand the role of money (saving money and debt) in their lives. (5 	<ul style="list-style-type: none"> Students will be able to distinguish between needs and wants. Students will be able to explain how supply shortages influence decisions made by people or communities.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			weeks)	<ul style="list-style-type: none"> Students will be able to explain the role of money in individuals' lives. Students will be able to explain the importance of saving money. Students will understand the concept of debt.
Unit 4: Geography, People and the Environment	6 weeks	6.1.4.B.1 6.1.4.B.2 6.1.4.B.4 6.1.4.B.5	<ul style="list-style-type: none"> Students will understand how to read maps and globes and explain how these resources are useful. (2 weeks) Students will understand how geography affects people. (3 weeks) 	<ul style="list-style-type: none"> Students will be able to distinguish between land and water on a map/globe. Students will be able to explain how geography affects people living in rural and urban settings. Students will be able to identify characteristics define city life. Students will be able to identify characteristics define farm/country life and city life. Students will be able to use the cardinal directions on a hand-drawn map to locate places. Students will be able to identify and locate features on maps and globes using a legend. Students will be able to compare and contrast the information found on different kinds of maps. Students will be able to identify and name the continents and oceans.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<ul style="list-style-type: none"> • Students will be able to use position words correctly when describing places near and far. • Students will be able to determine when the information found on maps may be useful.

Unit: 1 Civics, Government and Human Rights	Recommended Duration: 10 weeks
Unit Description: In this first Kindergarten Unit, students will learn the fundamental concepts about government and citizenship. The focus of instruction is on developing students understanding of what it means to be a good citizen, an understanding of why we have rules in school, our community and our country, as well as an understanding of the importance of showing respect and tolerance to all individuals in our lives.	

Essential Questions:	Enduring Understandings:
How can I be a good citizen?	Rules are important to help keep us safe, get along, work together, and learn.
Why are honesty, respect, and responsibility important classroom qualities as well as community qualities?	A good citizen is one who respects others and their differences, and cares about the good of their community.
How are families unique and similar?	Individuals and families are both similar and different.
Why is showing respect and tolerance to all individuals important?	Leaders in our government help promote change in our country.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.A.1: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4.A.2: Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have	<ul style="list-style-type: none"> Students will understand the importance of laws/rules in schools and communities. (3 weeks) Students will understand how families are similar and different. (3 weeks) Students will understand the importance of being a good citizen as well as how to bring about change in school or in our community. (4 weeks) 	<ul style="list-style-type: none"> Students will be able to explain how rules and laws created help our community and our classroom run smoothly. Students will be able to explain the meaning of the terms fairness and equality. Students will be able to differentiate between rights and privileges. Students will be able to identify similarities and differences within families/individuals and explain how this helps our communities. Students will be able to compare/contrast how people were treated in the past and the present. Student will be able to identify leaders in our government and our school and explain how they

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>influenced new laws and policies over time at the local and national levels of United States government.</p> <p>6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>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.</p> <p>6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12: Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.A.13: Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national,</p>		<p>help community.</p> <ul style="list-style-type: none"> • Students will be able to define what makes a good citizen. • Students will be able to explain how change can be brought about in our school and community. • Students will be able to identify a good rule or law and explain what makes this rule or law beneficial to everyone.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>and global challenges.</p> <p>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).</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3-minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 	<ul style="list-style-type: none"> • Good Citizen Poster • Compare their family to a different family • TDQ Responses 	<ul style="list-style-type: none"> • Role Playing with Rubric • Create a poster that depicts an environment where there are no rules/equality and an environment with rules/equality. 	<ul style="list-style-type: none"> • TDQ Responses with rubric

Instructional Strategies: <i>(List and describe.)</i>
<p>Cooperative Learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.</p> <p>Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.</p> <p>Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.</p>

Instructional Strategies: *(List and describe.)*

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.• Break the assessment into manageable chunks.• Highlight key words• Provide visual charts and cues	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.• Break the assessment into manageable chunks.• Highlight key words• Provide visual charts and cues	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.• Break the assessment into manageable chunks.• Highlight key words• Provide visual charts and cues	<ul style="list-style-type: none">• Encourage students to explore concepts in depth and encourage independent studies or investigations• Invite students to explore different points of view on a topic of study and compare the two.• Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals.• Allow students opportunity to produce a product based on preferred learning style.• Provide opportunities for open-ended, self-directed activities.• Provide materials for self-

Instructional Strategies: <i>(List and describe.)</i>			
<ul style="list-style-type: none"> Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> checking materials Establish a timeline for long-range projects Use a Learning Log for independent learning

Unit Vocabulary:
Essential: Citizen, Respect, Share, Rules, President, Vote Community Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: NJSLS.W.K.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (RACE: K students will restate and answer a question.) NJSLS.RI.K.1: With prompting and support, ask and answer questions about key details in a text. NJSLS.RI.K.2: With prompting and support, identify the main topic and retell key details of a text. NJSLS. RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. NJSLS. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.		<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking & Problem Solving <input type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i> <input type="checkbox"/> Information & Communication Technologies Literacy <input type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>NJSLS.SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>NJSLS.SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS.L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Technology:</p> <p>Career Ready Practices:</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Library:			

Resources:
Texts/Materials:

Unit: 2 History, Culture and Perspectives	Recommended Duration: 10 weeks
Unit Description: In this unit, the focus is on the role individuals play in the family, the home, and the larger national community. It demonstrates that people are alike as well as different and have personal likes and dislikes. An additional focus of the unit is to develop awareness that people in the United States share customs that are associated with national holidays.	

Essential Questions:	Enduring Understandings:
What is culture? Why should we learn about different cultures and traditions?	Cultural diversity is when people from different cultures come together to form a community with a diverse set of experiences and beliefs. People have come from all over the world to the United States of America.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.</p> <p>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.</p> <p>6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p>	<ul style="list-style-type: none"> Students will understand the meaning of the word 'culture'. (1 week) Students will understand how culture affects a person's beliefs and values and how it can be interpreted differently from people with different cultural perspectives. (7 weeks) Students will understand the importance of historical symbols, monuments, and holidays. (2 weeks) 	<ul style="list-style-type: none"> Students will be able to define the word 'culture'. Students will be able to describe how culture is expressed differently. Students will understand the importance of understanding different perspectives. Students will understand how to treat people fairly. Students will be able to identify American Symbols such as the eagle, flag, Statue of Liberty, Uncle Sam, Liberty Bell. Students will understand the significance of each American Symbol.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3 minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics 			

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 			

Instructional Strategies: *(List and describe.)*

Cooperative Learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

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Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model <u>and</u> demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model <u>and</u> demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model <u>and</u> demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations • Invite students to explore different points of view on a topic of study and compare the two. • Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals. • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning

Unit Vocabulary:

Essential: culture, beliefs, values, perspectives, Liberty Bell, Statue of Liberty

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>E/LA:</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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).</p> <p>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.</p> <p>W.K.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>____ Global Awareness</p> <p>____ Civic Literacy</p> <p>____ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>____ Health Literacy</p>	<p>____ Creativity & Innovation</p> <p>____ Media Literacy</p> <p>____ Critical Thinking & Problem Solving</p> <p>____ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>____ Information & Communication Technologies Literacy</p> <p>____ Communication & Collaboration</p> <p>____ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). 			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Mathematics:</p> <p>Science:</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: Career Ready Practices: Library:			

Unit: 3 Economics, Innovation and Technology	Recommended Duration: 6 weeks
Unit Description: In this unit, primary focus of this unit is to identify ways people earn a living in order to provide for the basic needs of the family. It addresses how people get what they need through voluntary exchange, with or without money.	

Essential Questions:	Enduring Understandings:
<p>What is a job and why do people work?</p> <p>Where can people find the things they need?</p> <p>What is the difference between a “need” and a “want”?</p> <p>How do people obtain their wants and needs (buying/making/earning)?</p> <p>Who are the workers in the school community that provide for the needs and wants of students and teachers?</p>	<p>A need is something that is a necessity to live and/or function on a daily basis.</p> <p>A want is a nonessential item that is not a necessity to live and/or function on a daily basis.</p> <p>People obtain their wants and needs by buying items, making items and earning money.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.C.1: Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities</p> <p>6.1.4.C.2: Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	<p>Students will understand the difference between wants and needs and how supply shortages and choice influences decisions. (5 weeks)</p> <p>Students will understand the role of money (saving money and debt) in their lives. (5 weeks)</p>	<ul style="list-style-type: none"> • Students will be able to distinguish between needs and wants. • Students will be able to explain how supply shortages influence decisions made by people or communities. • Students will be able to explain the role of money in individuals’ lives. • Students will be able to explain the importance of saving money. • Students will understand the concept of debt.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3 minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 			

Instructional Strategies: *(List and describe.)*

Cooperative Learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice,

Instructional Strategies: (List and describe.)			
enrich, reteach, and enhance their learning.			
Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.			
Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model <u>and</u> demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model <u>and</u> demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model <u>and</u> demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations • Invite students to explore different points of view on a topic of study and compare the two. • Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals. • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning

Unit Vocabulary:
Essential: saving, debt, wants, needs
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>E/LA:</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>W.K.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>		<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p>___ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>___ Health Literacy</p>	<p>___ Creativity & Innovation</p> <p>___ Media Literacy</p> <p>___ Critical Thinking & Problem Solving</p> <p>___ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>___ Information & Communication Technologies Literacy</p> <p>___ Communication & Collaboration</p> <p>___ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>D. Continue a conversation through multiple exchanges.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>G. Print many upper- and lowercase letters.</p> <p>H. Use frequently occurring nouns and verbs.</p> <p>I. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>J. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>K. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>L. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>E. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>F. Recognize and name end punctuation.</p> <p>G. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>H. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>Career Ready Practices:</p> <p>Library:</p>			

Unit: 4 Geography, People and the Environment	Recommended Duration: 5 weeks
Unit Description: In this unit, students will learn the fundamental concepts about geography and map skills. The focus of instruction will be on how to read maps/globes and how geography affects where people live.	

Essential Questions:	Enduring Understandings:
<p>What is the purpose of a map and how do they help us?</p> <p>What are the features of a map? (Title, keys, labels, symbols, colors etc.)</p> <p>What is a globe and what is its purpose?</p> <p>How can we use a map and a globe to help us understand next to, in between, above, below, top, bottom and middle?</p> <p>How does geography affect people living in rural and urban settings?</p> <p>How can we look at areas from different perspectives?</p> <p>What characteristics define farm/country life and city life (urban and rural)?</p>	<p>Different types of maps are used to understand the earth.</p> <p>Maps are used to identify natural resources and landforms.</p> <p>Life in different regions in the country is drastically different due to geography changes.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>6.1.4.B.2: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic</p>	<ul style="list-style-type: none"> Students will understand how to read maps and globes and explain how these resources are useful. (2 weeks) Students will understand how geography affects people. (3 weeks) 	<ul style="list-style-type: none"> Students will be able to distinguish between land and water on a map/globe. Students will be able to explain how geography affects people living in rural and urban settings Students will be able to identify characteristics define city life Students will be able to identify characteristics define farm/country life and city life Students will be able to use the cardinal directions on a hand-drawn map to locate places

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>interdependence.</p> <p>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.</p> <p>6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States.</p>		<ul style="list-style-type: none"> • Students will be able to identify and locate features on maps and globes using a legend. • Students will be able to compare and contrast the information found on different kinds of maps. • Students will be able to identify and name the continents and oceans. • Students will be able to use position words correctly when describing places near and far. • Students will be able to determine when the information found on maps may be useful.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3 minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 	<ul style="list-style-type: none"> • Quizzes • Completion of Graphic Organizers • Locate continents on maps and globes • Oral responses with rubrics 		<ul style="list-style-type: none"> • TDQ Responses with rubric

Instructional Strategies: *(List and describe.)*

Cooperative Learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

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Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model <u>and</u> demonstrations of what is	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model <u>and</u> demonstrations of what is	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model <u>and</u> demonstrations of what is	<ul style="list-style-type: none">• Encourage students to explore concepts in depth and encourage independent studies or investigations• Invite students to explore different points of view on a topic of study and compare the two.• Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals.

<p>required or expected.</p> <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<p>required or expected.</p> <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<p>required or expected.</p> <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning
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Unit Vocabulary:

Essential: map, globe, geography, urban, rural, key features,

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>E/LA: NJSLS.W.K.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (RACE: K students will restate and answer a question.) NJSLS.RI.K.1: With prompting and support, ask and answer questions about key details in a text. NJSLS.RI.K.2: With prompting and support, identify the main topic and retell key details of a text. NJSLS. RI.K.3: With prompting and</p>		<p>____ Global Awareness</p> <p>____ Civic Literacy</p> <p>____ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>____ Health Literacy</p>	<p>____ Creativity & Innovation</p> <p>____ Media Literacy</p> <p>____ Critical Thinking & Problem Solving</p> <p>____ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>____ Information & Communication Technologies Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLS. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>NJSLS.SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>NJSLS.SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS.L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p>			<p>_____ Communication & Collaboration</p> <p>_____ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
World Languages: Social Studies: Technology: Career Ready Practices: Library:			

Resources:
Texts/Materials: