

Social Studies

Kindergarten

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Superintendent of Schools:

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Born on **Date August 23, 2022**

Course Description:

Kindergarten Social Studies will introduce the concept of self-identity and the world around the students. In the first unit, All About Me, Students will explore how they fit in their families, class and school. Students will examine what makes each of them similar to one another and also different. They will build a self-identity of who they are and how others see them. Students will identify different cultures and compare and contrast them to their own or others they know. Students will learn to respect and value everyone for their unique characteristics.

During the second unit, Being a Responsible Citizen, students will explore what makes a rule or law appropriate and how laws keep everyone happy and safe. Students will demonstrate an understanding of classroom rules and routines by being respectful and responsible in their classroom. Students will problem solve common classroom, playground and school issues that are unfair or discriminatory.

The third unit focuses on Heroes of History. Students will learn about Famous Americans that have made a positive impact on our country and world. During this unit, students will also learn of traditions and cultures that come from different regions of the world. This unit will be taught in correlations of Black History Month, Women's History Month, and Asian American Heritage Month and learn about individuals that promoted and encouraged diversity, tolerance, fairness, and respect for others embracing the Amistad and Holocaust NJ Mandates.

The final unit teaches all about communities. Students will explore the Midland Park community by examining physical features that are similar and different from the surrounding areas. Community workers will be identified and discussed why they are important to Midland Park. Students will understand community workers provide a service, a good or both for the benefit of the community. Students will learn that maps help us locate places in a community and practice using a key and understanding symbols that are found on simplistic maps. Students will discuss modes of transportation and examine how they have evolved over time with the help of technology. Students will utilize problem solving skills when identifying what ways of transportation is best when given the distance of two locations.

Course Sequence:

Unit 1: All About Me

Unit 2: Being a Responsible Citizen

Unit 3: Heroes of History

Unit 4: Our Community

Pre-requisite:

N/A

Unit # - Overview

Unit 1

Content Area: Social Studies

Unit Title: All About Me	
Grade Level: Kindergarten	
Core Ideas: Students will explore how they fit in their families, class and school. Students will examine what makes each of them similar to one another and also different. They will build a self-identity of who they are and how others see them. Students will identify different cultures and compare and contrast them to their own or others they know. Students will learn to respect and value everyone for their unique characteristics.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
6.1.2 CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
6.1.2. CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2. CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2. Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or <u>HistoryUP.2:</u> <u>reflect more than one culture.</u> Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	<u>Recognize ways to volunteer in the classroom, school and community.</u>
9.4.2.CL.1	<u>Demonstrate openness to new ideas and perspectives.</u>
9.4.2.CT.1	Gather information about an issue, such as climate change and collaboratively brainstorm ways to solve <u>the problem.</u>
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the internet enables individuals to connect with others worldwide.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.2.2.ITH.1	Identify products that are designed to meet human wants and needs.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	

Diversity and Inclusion	<ul style="list-style-type: none"> ● Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance ● Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs
SEL: Self Awareness	<ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations
SEL: Social Awareness	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an understanding of the need for mutual respect when viewpoints differ
Interdisciplinary Connection	
Math K.C.C.A.1	A. Know number names and the count sequence. 1. Count to 100 by ones and by tens.

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Math K.M.D.B.3	B. Classify objects and count the number of objects in each category. 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
ELA RL.K.1.	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
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
ELA 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.

Unit Essential Question(s):

- How do I fit within my family, class and school?
- How are people alike and different?
- How are families alike and different?
- Why am I special to my family, class and school?
- How am I unique to my family, class, and school?

Unit Enduring Understandings:

- I am an important part of my family, my class, and my school.
- There are many different types of people and families, each with various characteristics.
- These different characteristics are what makes us unique and special.
- Find ways to solve problems peacefully.

Evidence of Learning

Formative Assessments: Individual work, Group work, Teacher Observation, Class discussion, Projects, Worksheets
Summative/Benchmark Assessment(s): Quizzes, Teacher Observations, Students Insight and Participation
Alternative Assessments: Teacher discussion, question and answer, student illustrations and verbal explanations

Resources/Materials:

Brain pop Jr, 7-Mindset Portal and activities, various picture books related to topic, activity sheets and projects related to topic, easel paper

Key Vocabulary:

Family, responsibilities, community, family tree, rules, behavior

Lesson Name/Topic	Student Learning Objective(s) Suggested Tasks/Activities:	Day(s) to Complete
All about Me	<ul style="list-style-type: none"> Students will share who they are in terms of their likes and dislikes. Teachers will assist students in getting to know one another. Classes will share their likes and dislikes to find communalities and respect differences. Students will draw and label pictures with the support of a teacher of various favorites (color, sport, show, etc) Students will draw a self-portrait of themselves. 	5 Days
My family	<ul style="list-style-type: none"> Students will identify what a family is and explore similarities and differences of families in regards to homes, needs, cultures and traditions. Classes will read picture books exploring families and traditions. Students will draw and label names of family members. 	5 Days

	<ul style="list-style-type: none"> Students will identify ways that family members take care of one another. 	<ul style="list-style-type: none"> Class will graph the number of people in each child's family. Students will share and discuss how families take care of one another. Students will draw pictures on a family tree. 	
<p>I am part of a classroom community.</p> <p>I respect others in my classroom community.</p>	<ul style="list-style-type: none"> Students will gain an understanding of what it means to be part of a classroom community. Students will compare and contrast likes and dislikes of classmates and organize data within a chart. Students will explore similarities and differences amongst students. Students will identify kind words and actions to use when working with classmates. Students will identify fair ways to resolve classroom conflicts. 	<ul style="list-style-type: none"> Read and discuss various picture books: <i>Mean Jean</i>, <i>the Recess Queen</i>, <i>Lilly's Purple Plastic Purse</i>, <i>Howard B. Wigglebottom Learns to Listen</i>. Class will sort pictures of behaviors that are positive and negative in a classroom. Using a Venn diagram, students will share likes and <u>dislikes</u>. Students will share likes and dislikes with classmates. Classes will role play problem solving strategies when working with friends. Class will create a contract of rules and positive behaviors. 	<p>3 Days</p> <p>3 Days</p>
Teacher Notes: N/A			

Additional Resources:**NJ Social Studies Standards**
<https://www.nj.gov/education/cccs/2016/ela/>
7 Mindset Portal**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing as an explanation 	<ul style="list-style-type: none"> ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide Visual Aids that are 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Provide Higher level questions ● Provide Open Ended Questions 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/ action plans ● Provide multimedia 	<ul style="list-style-type: none"> ● Consult with 504 Plan for modifications and accommodations ● Rephrase questions, directions, and explanations ● Provide multimedia resources such as

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<ul style="list-style-type: none"> ● Consult with Case Managers and follow IEP accommodations /modifications ● Pre Teach vocabulary ● Provide multimedia resources such as apps, picture books, etc 	<p>labeled with vocabulary terms</p> <ul style="list-style-type: none"> ● Pre Teach vocabulary ● Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> ● Provide multimedia resources such as apps, picture books, etc ● Pre Teach vocabulary 	<p>apps, picture books, etc</p> <ul style="list-style-type: none"> ● Pre Teach vocabulary
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Unit 2

Content Area: Social Studies

Unit Title: Being a Responsible Citizen

Grade Level: Kindergarten

Core Ideas: Students will explore what makes a rule or law appropriate and how laws keep everyone happy and safe. Students will demonstrate an understanding of classroom rules and routines by being respectful and responsible in their classroom. Students will problem solve common classroom, playground and school issues that are unfair or discriminatory.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

6.1.2.

Determine what makes a good rule or law.

CivicsPR.1

6.1.2.

Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. **CivicsPR.2:**

6.1.2.

Analyze classroom rules and routines and describe how they are designed to benefit the common good. **CivicsPR.3:**

6.1.2.

Explain why teachers, local community leaders, and other adults have a responsibility to make rules that **CivicsPR.4** are fair, consistent, and respectful of individual rights.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1

Recognize ways to volunteer in the classroom, school, and community.

9.4.2.CT.1

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2

Identify possible approaches and resources to execute a plan.

9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Computer Science and Design Thinking

8.1.2.NI.1

Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2

Describe how the Internet enables individuals to connect with others worldwide.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Diversity and Inclusion	<ul style="list-style-type: none"> ● Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance ● Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs
SEL: Self Awareness	<ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior
SEL: Social Awareness	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL: Responsible Decision Making	<ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions
SEL: Relationship Skills	<ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways ● <u>Identify who, when, where, or how to seek help for oneself or others when needed</u> <p><u>Interdisciplinary Connection</u></p> <p>Lang. Arts. what, <u>RL.K.1.</u></p> <p>Lang. Arts. RI.K.1.</p> <p>With prompting and support, ask and answer questions about key details in a text (e.g., who, where, when, why, how).</p> <p>With prompting and support, ask and answer questions about key details in a text</p>
Lang. Arts. RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
Lang. Arts: 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.
Lang. Arts: W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Lang. Arts: 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.
Lang. Arts: SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Math: K.C.C. A.1	<p>A. Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens.</p>

Science: K-ESS3-3.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> • Why do we have rules at school? • How does having classroom tasks and jobs help us develop responsibility? • How should we behave when working with a partner or in a small group? • How does our behavior reflect our overall class and/or school? • What makes a rule or law good or bad? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> • Following the rules helps keep everyone safe and happy. • Students have a responsibility to be good members of their school and community • Students must be respectful and work appropriately with others. • Rules or laws are created to keep people safe and happy. </div> </div>	

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<ul style="list-style-type: none"> • How can we solve problems that are unfair or discriminatory? • Students have a responsibility to help solve issues they see are unfair or discriminatory. 		
<div></div>		
Formative Assessments: Individual work, Group work, Teacher Observation, Class discussion, Projects, Worksheets Summative/Benchmark Assessment(s): Quizzes, Teacher Observations, Students Insight and Participation Alternative Assessments: Question and answer, role play activities, classroom observation and application		
<div> <div> Resources/Materials: Brainpop Jr. Officer Buckle and Gloria by Peggy Rathmann, Being a Good Citizen by Mary Small, What are rules and laws? By Jennifer Boothroyd, What if Everyone did that? By Ellen Javernick </div> <div> Key Vocabulary: Citizenship, rules, laws, </div> </div>		
<div>Suggested Pacing Guide</div>		
Lesson Name/Topic	Student Learning Objective(s) Suggested Tasks/Activities:	Day(s) to Complete

What are rules and laws?	<ul style="list-style-type: none"> ● Students will define terms of rules and laws. ● Students will differentiate between what a rule is and what a law is. ● Students will revisit the class contract and rules and identify ways that rules keep us happy and safe for the “common good”. ● What makes a rule good or bad 	<ul style="list-style-type: none"> ● Students will differentiate between rules and laws ● Students will sort pictures of rules and laws. ● Classes will discuss how rules keep us safe in our school community ● Class will discuss how laws keep us safe in our town 	3 Days
How can I be a responsible citizen?	<ul style="list-style-type: none"> ● Students will identify what a citizen is. ● Students will describe ways they can be a responsible citizen in class and school ● Students will identify ways they can be a good citizen in their own community. (Recycling, planting a garden, helping neighbors) ● Students will identify ways to stay safe in their community by following rules and laws (wearing bike helmet, following traffic signs, recycling) 	<ul style="list-style-type: none"> ● Brain pop Jr: Rights and Responsibilities ● Read and discuss various picture books: Rabbit’s Gift, I am a Good Citizen, ● Students will identify ways that they can be a good citizen at home and at school ● Classes will explore laws and how they keep us safe. 	3 Days
Everyone is special and unique	<ul style="list-style-type: none"> ● Students will identify how working well with others and respecting differences, as in connection to the Holocaust and 	<ul style="list-style-type: none"> ● Various activities on fairness and equality will be taught and discussed. 	3 Days

	mandate, benefits all people for the common good.	<ul style="list-style-type: none"> Teachers will read and discuss The Sneetches by Dr. Seuss 	
I am a problem solver!	<ul style="list-style-type: none"> Students will solve conflicts and situations by identifying 	<ul style="list-style-type: none"> Classes will roleplay various situations and work together 	3 Days

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	reasonable ways to solve problems.	to brainstorm and solve conflicts. <ul style="list-style-type: none"> Classes will read various picture books on problem solving such as Enemy Pie, One, Stick and Stone, etc 	
Teacher Notes: N/A			
Additional Resources: NJ Student Learning Standards: https://www.nj.gov/education/cccs/2016/ela/			
Differentiation/Modification Strategies			
Students with Disabilities	English Language Learners	Gifted and Talented Students Students at Risk	505Students

<ul style="list-style-type: none"> ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing as an explanation ● Consult with Case Managers and follow IEP accommodations /modifications ● Pre Teach vocabulary ● Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide Visual Aids that are labeled with vocabulary terms ● Pre Teach vocabulary ● Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Provide Higher level questions ● Provide Open Ended Questions ● Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/ action plans ● Provide multimedia resources such as apps, picture books, etc ● Pre Teach vocabulary 	<ul style="list-style-type: none"> ● Consult with 504 Plan for modifications and accommodations ● Rephrase questions, directions, and explanations ● Provide multimedia resources such as apps, picture books, etc ● Pre Teach vocabulary
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Unit 3
Content Area: Social Studies
Unit Title: Heroes of History
Grade Level: Kindergarten
<p>Core Ideas: Students will learn about Famous Americans that have made a positive impact on our country and world. During this unit, students will also learn of traditions and cultures that come from different regions of the world. This unit will be taught in correlations of Black History Month, Women's History Month, and Asian American Heritage Month and learn about individuals that promoted and encouraged diversity, tolerance, fairness, and respect for others.</p>

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.2 Civics
PI.4

Explain how all people, not just official leaders, play important roles in a community.

6.1.2.Civics
PD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others and sharing opinions.

6.1.2.Civics
DP.3

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.Civics
PR .4

Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.Civic
sC M.2

Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)

6.1.2.CivicsC
M .3
6.1.2.Geo.G
I.2
6.1.2.Histor
y
UP.2
6.1.2.Histo
ry. UP.3

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Use technology to understand the culture and physical characteristics of regions. Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.History.S
have E.1

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they contributed to the development of a culture's history.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA.1

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.2.IML.1

Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.3

Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Computer Science and Design Thinking

8.1.2.NI.1

Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2

Describe how the Internet enables individuals to connect with others worldwide.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Diversity and Inclusion	<ul style="list-style-type: none"> ● Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance ● Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole
SEL: Social Awareness	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Relationship Skills	<ul style="list-style-type: none"> ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
Interdisciplinary Connection	
Lang. Arts. RL.K.1.	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

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Lang. Arts. RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
Lang. Arts: 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.
Lang. Arts: W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Lang. Arts: 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.
Lang. Arts: SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Lang. Arts: SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● Why is it important to commemorate Black History Month? ● Why is it important to commemorate Women's History Month? ● Why is it important to commemorate Asian </div> <div style="width: 48%;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will celebrate the achievement of African Americans in helping create a world free of segregation. ● Students will explore historical women to </div> </div>	

American Heritage Month?

commemorate the positive impact that certain

individuals had on the world.

- Students will celebrate the achievement of Asian Americans and celebrate their heritage in making a positive impact on our world.

Formative Assessments: Individual work, Group work, Teacher Observation, Class discussion, Projects, Worksheets **Summative/Benchmark Assessment(s):** Quizzes, Teacher Observations, Students Insight and Participation **Alternative Assessments:** Teacher discussion, question and answer, student illustrations and verbal explanations

Resources/Materials:

Brainpop Jr., Various pictures books related to themes and topics, Let's Find Out Scholastic, Topic related Activity
Sheets, crafts, and projects

Key Vocabulary:

Black History Month, Dr. Martin Luther King Jr, segregation, equality, heritage

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Suggested Tasks/Activities:	Day(s) to Complete
Black History Month	<p>Students will celebrate the achievement of African Americans in helping create a word free of segregation.</p> <ul style="list-style-type: none">● Teachers will focus on the following individuals: Dr. Martin Luther King Jr. Mae Jemison Jackie Robinson Louis Armstrong● Use multimedia resources to gain information and understanding about the above named historical figures (Brainpop Jr., Raz Kids, etc)● Students will identify ways these individuals made a	9 Days celebrated in February

<p>Women's History Month</p>	<p>positive impact on our world.</p> <ul style="list-style-type: none"> ● Discussions and activities of kindness and equality to promote inclusiveness and fairness to all people. ● Classes will read and discuss various biographies to learn about Dr. Martin Luther King Jr, Mae Jemison, Jackie Robinson, Louis Armstrong . ● Classes will complete various activities to apply facts learned about the above named individuals. ● Using https://letsfindout.scholastic.com/issues/2021-22/020122.html, students will learn about famous inventors. <p>Students will explore historical women to commemorate the positive impact that certain individuals had on the world.</p> <ul style="list-style-type: none"> ● Teachers will focus on the following individuals: <p>Jane Goodall Sally Ride Misty Copeland</p> <ul style="list-style-type: none"> ● Use multimedia resources to gain information and understanding about the above named historical figures (Brainpop Jr., Raz Kids, etc) ● Discussions and activities of kindness and equality to promote inclusiveness and fairness to all people. ● Students will identify ways these individuals made a positive impact on our world. ● Classes will read and discuss various biographies to learn about Jane Goodall, Sally Ride, Misty Copeland. ● Classes will complete various activities to apply facts learned about the above named individuals. 	<p>9 Days Celebrated in March</p>
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Asian American Heritage	<p>Students will celebrate the achievement of Asian Americans and celebrate their heritage in making a positive impact on our world.</p> <ul style="list-style-type: none"> ● Identify countries of Asian and Pacific Heritage ● Celebrate the Chinese New Year. Students will learn 	9 Days Celebrated in Jan/ Feb (Connection to Chinese New Year) and May
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	<p>history and traditions celebrated in Chinese culture and heritage.</p> <ul style="list-style-type: none"> ● Select 3 featured americans to showcase during Asian American Heritage Month in May ● Create an origami project ● Teachers will share and discuss picture books of Asian folktales: Tiki Tiki Tembo, Rubie's Wish, Stone Soup 	
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Teacher Notes:

Additional Resources:

NJ Social Studies Standards

<https://www.nj.gov/education/cccs/2016/ela/>

Helpful Websites for Asian American Heritage Month:

[https://www.waterford.org/education/celebrate-asian-american-pacific-islander-heritage-mon](https://www.waterford.org/education/celebrate-asian-american-pacific-islander-heritage-month/)

[th/ https://blog.ongig.com/diversity-and-inclusion/famous-asian-americans/](th/https://blog.ongig.com/diversity-and-inclusion/famous-asian-americans/)

<https://asianpacificheritage.gov/for-teachers/>

<https://tinybeans.com/asian-american-historical-figures/slide/1>

Students with

English Language

Gifted and Talented

Students at Risk 506Students

Disabilities

Learners

Students

<ul style="list-style-type: none"> ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing as an explanation ● Consult with Case Managers and follow IEP accommodations /modifications ● Pre Teach vocabulary ● Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide Visual Aids that are labeled with vocabulary terms ● Pre Teach vocabulary ● Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Provide Higher level questions ● Provide Open Ended Questions ● Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/ action plans ● Provide multimedia resources such as apps, picture books, etc ● Pre Teach vocabulary 	<ul style="list-style-type: none"> ● Consult with 504 Plan for modifications and accommodations ● Rephrase questions, directions, and explanations ● Provide multimedia resources such as apps, picture books, etc ● Pre Teach vocabulary
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Midland Park Public Schools

Unit 4
Content Area: Social Studies
Unit Title: Communities
Grade Level: Kindergarten
<p>Core Ideas:</p> <p>Students will explore the Midland Park community by examining physical features that are similar and different from the surrounding areas. Community workers will be identified and discussed why they are important to Midland Park. Students will understand community workers provide a service, a good or both for the benefit of the community. Students will learn that maps help us locate places in a community and practice using a key and understanding symbols that are found on simplistic maps. Students will discuss modes of transportation and examine how they have evolved over time with the help of technology. Students will utilize problem solving skills when identifying what ways of transportation is best when given the distance of two locations.</p>

Standards (Content and Technology):**CPI#: Statement:****Performance Expectations (NJSLs)**

6.1.2.

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town CivicsPI.1 council).

6.1.2.

Investigate the importance of services provided by the local government to meet the needs and ensure CivicsPI.2: the safety of community members.

6.1.2.

Explain how all people, not just official leaders, play important roles in a community.
CivicsPI.4

6.1.2.

CivicsPI.5:
6.1.2GeoPP.1

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)

6.1.2.

Geo.SV.2:

Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2Geo.SV.3

Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic)

6.1.2.Geo.GI.2

Explain why and how people, goods, and ideas move from place to place.

6.1.2.EconE
M. 1

Describe the skills and knowledge required to produce specific goods and services.

6.1.2.EconE
M. 2

Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2EconNE.2

Describe examples of goods and services that governments provide.

6.1.2Histor
yC C.2

Use a timeline of important events to make inferences about the “big picture” of history.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2

Explain why employers are willing to pay individuals to work.

9.4.2.IML.1

Identify a simple search term to find information in a search engine or digital resource.

Computer Science and Design Thinking

8.1.2.NI.1

Model and describe how individuals use computers to connect to other individuals, places, and information, and ideas through a network.

8.1.2.AP.2

Model the way programs store and manipulate data by using numbers or other symbols to represent data.

8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2	Explain the purpose of a product and its value.
8.2.2.ITH. 3	Identify how technology impacts or improves life.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
Diversity and Inclusion	<ul style="list-style-type: none"> ● Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance ● Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole
SEL: Self Management	Recognize the skills needed to establish and achieve personal and educational goals
SEL: Relationship Skills	Identify who, when, where, or how to seek help for oneself or others when needed
Interdisciplinary Connection	
Lang. Arts. RL.K.1.	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
Lang. Arts. RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
Lang. Arts. RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
Lang. Arts: 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.
Lang. Arts: SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Math K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. 2. Correctly name shapes regardless of their orientations or overall size.
Math: K.C.C. A.1	A. Know number names and the count sequence. 1. Count to 100 by ones and by tens.

Unit Essential Question(s):

- How does Midland Park look similar and different to other towns?
- Why do we have community workers and why are they important to Midland Park?
- How do maps help us locate places?
- How do we travel in our community and beyond?
- How has transportation changed over time?

Unit Enduring Understandings:

- Midland Park has physical features that are similar and different from rural and suburban communities.
- Urban, suburban, and city communities are all different places to live.
- Maps are used to help us locate places.
- Community workers assist with running the town and keeping the citizens happy and safe.
- Community workers provide a service, a good, or both.
- People utilize types of transportation to travel from one place to another.
- Modes of transportation have changed over time.



Formative Assessments: Individual Work, Group Work, Teacher Observations, Class Discussions, Projects, Worksheets
Summative/Benchmark Assessment(s): Quizzes

Alternative Assessments: Teacher Discussion, Verbal Questions and answers

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Resources/Materials:

Brainpop Jr, *Town Mouse and Country Mouse*,

Maps, Globes, Pictures of community helpers, Brain Pop Jr, There's A Map in My Lap by Tish Rabe, Community

Helper Picture Books, Construction Paper

Simplistic Maps Activity Sheets

Key Vocabulary: Rural, urban, suburban, community

helpers, goods, services, map, transportation



Lesson Name/Topic	Student Learning Objective(s) Suggested Tasks/Activities:	Day(s) to Complete
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All types of communities	<ul style="list-style-type: none"> ● Students will explore characteristics of urban, suburban and rural communities. ● Students will identify what type of community they live in and the characteristics of that community. 	<ul style="list-style-type: none"> ● Brainpop jr: Rural, Urban and Suburban ● Use Internet search engines to view images of urban, suburban and rural communities. Discuss the differences between each type of community. ● Classes will read Town Mouse and Country Mouse to compare and contrast city and rural communities. ● Identify benefits for living in various types of communities. ● Use multimedia to view and discuss differences in communities. 	5 Days
Community Helpers and workers	<ul style="list-style-type: none"> ● Students will explore different types of community helpers and how their job helps people in the community. ● Students will sort workers based on if they provide a good or service. ● Students will identify types of leaders in a community and that of our country. 	<ul style="list-style-type: none"> ● Brainpop Jr: Community Helpers ● Teachers will share and discuss various picture books based on Community Helpers. ● School Wide Career Day event ● Activities to sort community helpers to determine if they provide a good or service ● Activity pages on community helpers ● Meet community helpers, police man, fireman, town librarian, to learn how the government provides helpers to keep the community safe 	5 Days

	and meet needs of the community.	
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We use maps to locate places	<ul style="list-style-type: none"> • Students will use maps of the classroom and school to locate places. • Given a simplistic map, students will locate places in a community i.e., shops, homes, school, etc. 	<ul style="list-style-type: none"> • Classes will view various simplistic maps to locate places and objects on a map. • Identify ways that symbols are used to represent places and objects on a map (picnic table, windows, etc) • Classes will discuss the importance of having a map to locate places. • Classes will read various picture books to explore different types of maps. • Various activity pages to practice map skills 	5 Days
How do we travel from one place to another	<ul style="list-style-type: none"> • Students will name types of transportation. • When given a destination, students will determine the best mode of transportation. (For example a faraway place you may need to travel by plane vs a place close by) • How have modes of transportation changed over time? 	<ul style="list-style-type: none"> • Brainpop Jr: Transportation • Classes will read and explore various nonfiction picture books on types of transportation • Students will problem solve and provide reasoning on best modes of transportation to reach a given destination. • Using a timeline, classes will view and discuss how transportation has evolved over time. 	5 Days

Teacher Notes: School Wide Career Day is planned by administration.

Additional Resources:

NJ Social Studies Standards

<https://www.nj.gov/education/cccs/2016/ela/>

Students with Disabilities	English Language Learners	Gifted and Talented Students Students at Risk	507Students
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