

**Belvidere Cluster Wide
Social Studies Curriculum
Kindergarten
Updated November, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science/Next Generation
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Online resources

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy

- ICT (Information, Communication and Technology) Literacy

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

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives

- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization

- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
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- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Kindergarten

Unit #1 Classroom Community

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **September**

Length: **30 days**

Status: **Published**

Enduring Understanding

Rules and laws help keep our classroom community safe and productive.

Essential Questions

Why do people need rules to get along?

What would happen if there were no rules?

NJ Student Learning Standards

SOC.6.3.4.CS6

Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

SOC.6.3.4.CS5

Develop strategies to reach consensus and resolve conflict.

SOC.6.3.4.D.1

Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

SOC.6.1.4.A.CS1

Rules and laws are developed to protect people's rights and the security and welfare of society.

SOC.6.3.4.CS3

Are aware of their relationships to people, places, and resources in the local community and beyond.

SOC.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.

SOC.6.3.4.CS1

Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

SOC.6.3.4.A.1

Determine what makes a good rule of law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Instructional Activities

Identify ways to resolve conflict. List possible conflicts in the classroom, on the playground, at home with siblings or other family.

Identify the purpose for having rules. Brainstorm what could happen without classroom rules.

Recognize that citizens have a responsibility to follow rules and laws. Discuss how rules are different than laws.

Establish rules for school and classroom community. Two Day Session for [Building Classroom Rules](#)

Class discussion: specific areas in the classroom, for example the reading corner or the computer area. Students could brainstorm (with some teacher guidance) what would be appropriate use of the computer(s), especially if the number of terminals is limited. Have students who give suggestions do the actual chart writing. If spelling is an issue, the charts can be proofread and rewritten on another day before posting them on the wall.

For older students, use "Where Do We Want To Go?" and "How Do We Get There?" as the brainstorm prompts.

Use the charts as resources to support classroom meetings in which social conflicts are addressed.

Model cooperation, taking turns and sharing. Discuss responsibility and consequences, list responsibilities for a Kindergarten age student at home and at school.

Role Play various situations

http://www.socialskillscentral.com/free/Photo_Cartoons-Being_Polite.swf

Everyone gets a turn:

http://www.socialskillscentral.com/free/WDIMTM_13_WEB.swf

Interdisciplinary Connections

ELA:

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

NJSLS [ELA-LITERACY.RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

NJSLS [ELA-LITERACY.RI.K.3](#)

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

To integrate Language Arts into this unit, have students read informational or fictional texts to gather information about citizenship. With adult guidance, they identify the main idea, retell key details from texts and ask and answer questions about key details.

Health:

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of one.

Assessments :

Formative Assessment:

Teacher Observations
Checklists
Design a set of classroom rules
Pair share activity
Exit ticket/cards
Fist Five
List 10 Things
Reflection Journals

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

Alternative:

Collage
Portfolio
Role play
Conferences
Concept Map
Demonstration Station

Texts and Resources

Book List:

Have You Filled a Bucket Today? by Carol McCloud
Crickwing by Janell Cannon
I Call My Hand Gentle by Amanda Haan
Mean Jean the Recess Queen
Stand Tall, Molly Lou Melon (Patty Lovell)
The Honest-to-Goodness Truth (Patricia McKissack)
A Bad Case of Tattle Tongue (Julia Cook)
The Quarreling Book and The Hating Book (Charlotte Zolotow)

Web Resources

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=6000&standardId=37623&objectiveId=3763> 1: Good lessons on citizenship
20 Ideas for Teaching Citizenship to Children:
<http://www.kellybear.com/TeacherArticles/TeacherTip27.htm>
Good Citizens in Action:
https://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S06_BB_LKG_I04_01.pdf

Unit #2 My Country

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **October-November**
Length: **35 days**
Status: **Published**

Enduring Understanding

National symbols, heritage, and our leaders unite us as Americans.

Essential Questions

How do symbols of US reflect/represent America?
Why are citizens proud of their country?
Why do countries have a president or a leader?

NJ Student Learning Standards

SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.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.

Instructional Activities

Identify symbols of USA: Statue of Liberty, flag, eagle, and White House
Map of USA: Identify and name continent, name identified states: NY, NJ, and PA
Name important leaders through pictures and related Scholastic Newspapers
My Country, America. Begin each day by singing the National *Anthem* or other patriotic songs. The goal is to help the children develop pride and a love for their country, by learning about the flag, national landmarks, presidents and history of the country.

Show where the United States is on the map, review the cardinal directions and open a discussion on other ways a map can be used, such as a treasure map or a map of exits in a building.

Discuss and show pictures of national landmarks such as the Liberty Bell, White House and the Statue of Liberty. Present a dollar bill and point out the picture of George Washington, our first president. Explain that our country's foundation was based on freedom and "One Nation Under God". In "God We Trust" is written on our money.

As you show the children an American flag, explain what the stars and stripes represent.

Read the story *The Story of the American Flag* by John Herman, as this will lead to the activity that follows.

Our Flag

[Interactive Flag](#) exploration, learn facts through digital reading. Sing [The Star Spangled Banner](#), discuss lyrics
Betsy Ross digital read and timeline
<http://www.harcourtschool.com/ss1/biographies/ross/> or
<http://www2.lhric.org/pocantico/revolution/ross.htm>

Interdisciplinary Connections

NJSLS [.ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

NJSLS [.ELA-Literacy.RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

NJSLS [.ELA-Literacy.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).

To integrate English Language Arts into this unit, students need opportunities to read informational texts to gather information regarding American symbols. With adult guidance, they identify the main topic, retell key details from texts, and ask and answer questions about key details.

NJSLS [.ELA-Literacy.RI.K.5](#) Identify the front cover, back cover, and title page of a book.

NJSLS [.ELA-Literacy.RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

NJSLS [.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

NJSLS [.ELA-Literacy.RL.K.2](#) With prompting and support, retell familiar stories, including key details.

Assessments :

Formative Assessment:

Teacher Observations
Checklists
Design a set of classroom rules
Pair share activity
Exit ticket/cards
Fist Five
List 10 Things
Reflection Journals

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

Alternative:

Collage
Portfolio
Role play
Conferences
Concept Map
Demonstration Station

Texts and Resources

Celebrate the USA by Lynn Kuntz
One For All by Trinda Kakes Noble
Our Fifty States: A Family Adventure Across America by Lynne Cheney

Unit #3 Holidays

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **35 days**
Status: **Published**

Enduring Understanding

Our past has shaped our present and will continue to build the future. Culture, beliefs, values, religion and perspective all take part in shaping our culture.

Essential Questions

How would life be different if we were all the same?
Why do we have celebrations?
How do different cultures celebrate different holidays?
How does our culture shape who we are?

NJ Student Learning Standards

SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.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.

Instructional Activities

November:
The First Thanksgiving & Thanksgiving Today - compare and contrast the first Thanksgiving

Identifying Customs, Leaders and Traditions, Understanding Squanto's role in helping the Pilgrims

Native Americans and Pilgrims - Everyday Life: clothing, daily routines

Squanto and The Miracle of Thanksgiving by Eric Metaxas and Shannon

Squanto's Journey: The Story of the First Thanksgiving by Joseph Bruchac

December Holidays:

Christmas, Chanukah, Kwanzaa, Ramadan, Diwali

Explore folklore traditions and songs related to each holiday

Discuss symbols related to each holiday

Chinese New Year

Folktale Play-students choose one of the following to turn into a play:

Baby Rattlesnake, a Chickasaw tale by Te Ata

The Bossy Gallito, a Cuban tale by Lucia Gonzalez

The Chick and the Duckling, a Russian tale by Vladimir Suteev

Why the Sky Is Far Away, a Nigerian tale by Mary-Joan Gerson

Learn various cultural dances such a German Folk dance, Mexican Hat Dance and Skip To My Lou

HIB - Lesson on Acceptance/Life would be boring if we were all the same

Accepting Friends, create a poster or banner All About My Holiday Celebrations.

Encourage students to share family traditions surrounding holidays and focus on how boring life would be if we all did the same thing.

Interdisciplinary Connections

ELA_- folklore, poetry, theater NJSLS [ELA-LITERACY.RL.K.5](#) Recognize common types of texts (e.g., storybooks, poems).

Music and movement in song/dance

Health - character students focus on the theme of acceptance, teaching tolerance for diversity.

Assessments :

Formative Assessment:

Teacher Observations

Checklists

Design a set of classroom rules

Pair share activity

Exit ticket/cards

Fist Five

List 10 Things

Reflection Journals

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task

Alternative:

Collage
Portfolio
Role play
Conferences
Concept Map
Demonstration station
Quick participation spot checks: Think Pair Share

Present a summary or a graphic organizer describing your favorite folklore to the class. Explain why the literature you chose is an important part of NJ's heritage.

Texts and Resources

<http://www.story-lovers.com/liststhanksgivingstories.html>
<http://www.tolerance.org/lesson/friendship-without-barriers>
[German Folk Dance](#)
[Skip to My Lou and La Raspa](#) (Mexican Hat Dance)
Kwanzaa Background information:
<http://www.holidays.net/kwanzaa/story.htm>
<http://www.songsforteaching.com/kwanzaasongs/>
<http://www.canteach.ca/elementary/songspoems9.html>

Unit #4 Historical Figures

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **January**
Length: **35 days**
Status: **Published**

Enduring Understanding

Historical figures have made important contributions to our country.

Essential Questions

What makes a person famous?
Why should all people be treated fairly?

NJ Student Learning Standards

SOC.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).
SOC.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.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

SOC.6.1.4.D.16

Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

SOC.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.

Instructional Activities

Famous Americans Exploration

Identify important Americans in history such as Martin Luther King, Washington Carver, Jackie Robinson, Babe Ruth, Harriet Tubman, George Washington, Abraham Lincoln, Rosa Parks and Ruby Bridges. Read and discuss various nonfiction books on famous Americans. Retell key facts, and main ideas. Students discuss and participate in activities about fair/unfair practices. Choose a historical figure studies to role play. Ask and answer questions playing that role.

What Makes A Hero?

Real Heroes in Our Community resource below, Locate and describe heroes in our local community. Chalkboard splash writing to list qualities of a hero. Students can each contribute a word, phrase or sentence to the poster after small group discussion, pair talk. Pay It Forward - How can we inspire others to do their best by acting like a hero? Plan and discuss following in American Leader's' footsteps by always doing our best. Review chalkboard splash writing to spiral review the terms used.

Interdisciplinary Connections

ELA: Read or listen to informational texts to gather information about famous historical figures. With adult guidance identify the main topic, retell key details from texts, and ask and answer questions about key details.

Math: Identify the historical figures on different forms of money and the value of each.

Assessments :

Formative Assessment:

Teacher Observations
Checklists
Design a set of classroom rules
Pair share activity
Exit ticket/cards
Fist Five
List 10 Things
Reflection Journals

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

Alternative:

Collage
Portfolio
Role play
Conferences
Concept Map
Demonstration Station

Texts and Resources

Land of Many Colors Scholastic
The Children's Book of Heroes by William Bennett
[Heroes Around Us](#)

Unit #5 Where We Live

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **March**
Length: **30 days**
Status: **Published**

Enduring Understanding

Symbols and pictures on a map can make our life easier with a model representation of location.

Essential Questions

How do different maps share needed information?
Why do we use maps?
How do we show our location?

NJ Student Learning Standards

SOC.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.

SOC.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.

Instructional Activities

Treasure Map Classroom
The teacher will create a treasure map of the classroom for each student. The map should not have any picture representation, but rather the cardinal directions and an approximate number of paces (e.g., seven paces north, three paces west, etc.) Desks and chairs may be moved to create paths and obstacles. The teacher should place two prizes for each student somewhere in the room labeled with each student's

name. In addition, the teacher will write an instruction sheet for finding north using the position of the sun. One final preparation note; there must be a world map in the classroom.

Introduce and use vocabulary: interactive exploration to learn words

<http://www.harcourtschool.com/activity/typesofland/typesofland.html>

Geography glossary found [here](#)

Landform: a natural feature on the Earth's surface, not made by man

Continents: the major (large) land masses on Earth

Hill: raised mound of land

Mountain: a large natural mound of land rising abruptly from the surrounding area

Cave: a large underground chamber or room found on some hillsides.

Island: land that is surrounded by water

Plain: a large area of flat land with very few trees

Beach: pebbly or sandy shore by the water

River: large flowing stream of water traveling across the land

Volcano: a mountain form that sometimes vents or releases hot lava and steam from inside the Earth

Use pictures and word cards to allow students to match the word with the picture. For a challenge, print the definition and let early finishers match and describe their thought process to justify their answer.

Create a paper mache globe on top of a blown up balloon and label key vocabulary with a marker. <http://www.enchantedlearning.com/crafts/globe/> Use link in Texts and Resources section for Fairy Tale Map. Chart our Little Red Riding Hood's Path.

The Cat In The Hat Map This and That: Use the link in the Texts and Resources section to find digital resources to create a personal map. Use prepositions to describe location. Resize and rotate objects to fit within the map.

Use the Kahoot link in the Texts and Resources section with interactive questions and answers. If you lack technology (PC, laptop or tablets) students can be paired or take turns.

Cardinal Directions Song - Sing, track the print on repeat singing of song for literacy/content word connection. During singing point in the various directions to connect movement to actual correct direction.

Tune: "Twinkle, Twinkle, Little Star"

If you like the ocean's best,

Travel east or travel

west, If you like the cold

and snow, North is the

way you want to go.

If you like the hot, hot sun,

Head down south for lots of fun!

Use a world map to make statements using words from the song. Ex. Africa is east of South America. Incorporate continents and oceans into statements. Ask students to draw a map of the playground, their bedroom or home, backyard or school building.

Use a set number of content words learned.

Use Kindergarten airplane ticket and post card PDFs to encourage students to make a trip plan.

Scribble maps

Students use technology to create a map. Use scribble maps to zoom in and find location. Move map by using hand tool to slide north, south, east or west. Let students explore various areas they are familiar with, locate house if possible and zoom in to street level. Students can interactively write on map.

Interdisciplinary Connections

Math: Directions, coordinate grid, geometry and spatial sense

ELA: Preposition words throughout the unit, used heavily in digital literacy lesson.

Vocabulary and content word building

NJSLS [ELA-LITERACY.L.1.1.I](#)

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Assessments :

Formative Assessment:

Teacher Observations

Checklists

Design a set of classroom rules

Pair share activity

Exit ticket/cards

Fist Five

List 10 Things

Reflection Journals

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

Alternative:

Collage

Portfolio

Role play

Conferences

Concept Map

Demonstration station

Create visual representation of map

Texts and Resources

<http://pbskids.org/catinthehat/games/mappingtool.html>

[landmark images](#) [Globe](#)

<https://play.kahoot.it/#/?quizId=0ff8955f-420c-41b1-a38b-11811bc92f32>

Atlas, various maps [Types of Land](#) interactive

Read Alouds: Me on the Map, Follow That Map!, As The Crow Flies: A First Book of

Maps, *Mapping Penny's World*, by Loreen Leedy
http://www.njamistadcurriculum.net/history/unit/social-studies-skills/lesson_plan/4210/288 [Fairy Tale Map](#)

Unit #6 Time Goes By

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **May/June**
Length: **35 days**
Status: **Published**

Enduring Understanding

Our world is constantly changing. The past can help us understand the present and future.

Essential Questions

How does the Past differ from the Present?
How do people and places change over time?
How do you define the Present?

NJ Student Learning Standards

SOC.6.1.4.D.14
SOC.6.1.4.D.17

Trace how the American identity evolved over time.

Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

SOC.6.1.4.D.CS4

The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

SOC.6.1.4.D.11

Determine how local and state communities have changed over time, and explain the reasons for changes.

SOC.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.

Instructional Activities

Read and write a basic timeline, create a three box timeline label Past, Present, Future; students illustrate a picture in each box to show understanding of vocabulary. Sequence events, Read and discuss current events in Scholastic Newspapers

Circle grid: second, minute, hour, day, week, month, year. Students will sequence and define

Use a sand timers to illustrate the passage of time. Create a [sand clock](#).

Children of Long Ago

Examine toys (photos and actual) together and discusses the differences between long ago and current toys electronics, plastic, wood, moving parts, etc.). TMClass glues photos and/or pictures on the timeline. TM Class plays a long ago game, such as jump rope, hopscotch, blind man's bluff, duck-duck-goose. Interview a parent, grandparent or other family member about toys, games or entertainment from their childhood.

Food Long Ago

Class examines photos together and discusses the differences between long ago and

current kitchen tools.

Wood stove - Electric or gas stove and microwave – Ice box or cellar - Refrigerator – Other?™ Class posts the pictures on the timeline.™ Class has a modern snack (packaged treat) and a long ago snack (home baked treat).

Transportation

Class brainstorms ways to travel – Bus, train, plane, car, plane, horse, boat, etc. Learn sign language for transportation words. [Sign Language video](#)™ Read aloud Train Song™ Class looks at photos and discusses long ago and today's means of travel – Which is faster, a car or a horse? A train or a plane? A horse or a train? – How would you like to travel?™ Children color pictures of transportation types and paste on the timeline. Sing [We All Go Traveling By](#), read text This is the Way We Go To School

Music Long Ago

Read aloud Winter Days in the Big Woods™ Class examines pictures of early phonographs and listens to modern tape or cd players. Discussion on the differences between long ago and current music machines. Bringing History Home. How do we make music play on a tape player? *f* Plug it in *f* Put in a tape *f* Push a button to play – How did children make a phonograph play music? (They wound a crank handle.) – How did people listen to music before there was a phonograph? (They heard live bands/musicians or played instruments and sang themselves.)™ Class listens to music from various periods, if available.™ Pictures posted on timeline.

Mike Mulligan

Read Mike Mulligan (believes that Mary Anne can dig as much in one day as one hundred men can dig in one week).

Discussion: We use machines to help us do things faster. Think of a job you wish you could do faster. Invent a machine that would help you. Draw a picture of the machine and label its special features. Label it future creation.

Interdisciplinary Connections

ELA

NJSLS.ELA-LITERACY.SL.K.1 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

NJSLS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Sign Language

Music

Math

Addition Estimating Time

Mary Anne had only one day to dig a new cellar. She had to work fast. Some jobs take a long time and some jobs can be done quickly.

Draw a picture of something you do before you go to school, something you do at school, and something you do after school.

Assessments :

Formative Assessment:

Teacher Observations

Checklists

Design a set of classroom rules

Pair share activity

Exit ticket/cards

Fist Five

List 10 Things

Reflection Journals

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

Alternative:

Collage

Portfolio

Role play

Conferences

Concept Map

Demonstration station

Create a timeline

Texts and Resources

Songs & Poems

Song [We All Go Traveling By](#)

Book List:

This is the Way We Go To School by Edith Baer

Caps For Sale by Esphyr Slobodkina

Historic toys and students' current toys, Book: Old Time Toys, (Kalman & Schimpky, 1995) Schools of the Past, Present, and Future (Imagining the Future) by Linda Bozzo sand clock

Web Resources

http://www.pbs.org/parents/rogers/theme/1666_p_act.html

<http://www.bringinghistoryhome.org/assets/bringinghistoryhome/kindergarten/unit-2/k-2completechildrenlong.pdf>

Sequencing Story Tiles, Pinterest