

Social Studies Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: a Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards describe what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Township Elementary School District Social Studies Curriculum Pacing Guide

Content Area: Social Studies	
Course Title: Kindergarten Social Studies	Grade level: Kindergarten
Unit 1: School Rules, Community Helpers, Holidays, & Our Country	Dates for Units: Marking Period 1
Unit 2: Transportation, Long Ago & Today, Holidays, Thanksgiving & Christmas	Dates for Units: Marking Period 2
Unit 3: Famous Historical People, Landforms, Maps, Holidays, & Friendship	Dates for Units: Marking Period 3
Unit 4: Holidays, Environment & Geographical Studies	Dates for Units: Marking Period 4
Date Created: July 2019	Board Approved On: 9/24/19

Unit 1 Overview

Content Area: Social Studies

Unit Title: School Rules, Community Helpers, Holidays, & Our Country

Unit: #1

Target Course/Grade Level: Kindergarten

Timeline: Marking Period 1

Unit Summary: In this unit the students will gain an understanding of School Rules. The students will learn about various holidays and cultural traditions that people celebrate in our country and learn to accept and respect diversity. They will also explore the importance of community helpers.

Learning Targets

Standards

- **6.1 US History: America in the World:**
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **8.1 Educational Technology:**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Content Statements

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- Interact, collaborate, and publish with peers, experts, or by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Indicator

Indicator

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.D.11	Determine how local and state communities have changed over time, and explain the reason for changes.
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 (bike helmet, recycling)
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
Unit Essential Questions <ul style="list-style-type: none"> ● What are the rules of our school? ● Why do we need school rules? ● What are community helpers? 	Unit Understandings <ul style="list-style-type: none"> ● Share thoughts/peer interaction ● Understand and explore school rules ● Community
Unit Learning Targets (Outcomes)- <i>Students will...</i> <ul style="list-style-type: none"> ● name and demonstrate school/district rules. ● comprehend the importance of school rules and safety. ● identify and learn the responsibilities of various community helpers. ● learn and participate in Halloween traditions. 	
Integration of Technology: <ul style="list-style-type: none"> ● Interactive Activities, iPad, Camera use 	
Technology Resources: <ul style="list-style-type: none"> ● www.brainpopjr.com, www.Education.com 	
Opportunities for Differentiation (<i>Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented</i>): <ul style="list-style-type: none"> ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups ● Modified Assignments ● Differentiated Instruction (picture prompts, props, books, small group instruction) ● Response to Intervention (www.help4teachers.com) ● Follow all IEP and 504 modifications ● 	

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Observation
- Journals
- Projects
- Centers
- Classroom Discussion
- Role Play

Summative Assessment:

- KWL, observation, discussion feedback, classroom banking, drawing, writing

Benchmark Assessment:

- n/a

Alternative Assessment:

Example: Create a concept map or infographic

- n/a

Activities	Materials
Lesson 1: Signing the Constitution	Lesson 1: 'We the Kids'
Lesson 2: Labeling Family-Journeys projectable 1.1	Lesson 2: 'What Makes a Family?'
Lesson 3: Nouns for Places in the Community projectable 2.1	Lesson 3: 'How Do Dinosaurs Go to School?'
Lesson 4: Acting out the High Five Rules	Lesson 4: Kindness tree, high five hand, 'Please, Puppy, Please', Teacher Selection of Social Skills Books
Lesson 5: Journeys Practice Book page 29 & flip chart 27	Lesson 5: 'Everybody Works'
Lesson 6: Columbus Day Scholastic News	Lesson 6: 'In 1492', Scholastic Let's Find Out
Lesson 7: Halloween Parade	Lesson 7: Teacher Selection of Holiday Books: Examples: 'Go Away Big Green Monster', Pumpkin, Pumpkin', 'Pumpkin Eye', 'Halloween Parade' & 'Skeleton Hiccups'

Teacher Notes:

- Vocabulary: school, principal, nurse, manners, feelings, pledge, safety, same, different, traditions, Halloween
- Suggested Activities:
 1. Students come to school dressed as their favorite community helpers (i.e.

fireperson, police, doctor, teacher, banker, chef)

2. Create ONE Kindergarten American Flag on large white project paper using paint and handprints.

Unit 2 Overview

Content Area: Social Studies

Unit Title: Transportation, Long Ago & Today, Holidays, Thanksgiving & Christmas

Unit: #2

Target Course/Grade Level: Kindergarten

Timeline: Marking Period 2

Unit Summary: In this unit the students will gain an understanding of Transportation, time, and Holidays. The students will learn about various holidays and cultural traditions that people celebrate in our country and learn to accept and respect diversity. They will also understand the importance of changes that have occurred over time.

Primary Interdisciplinary Connections: Social Studies, Language Arts, Math, 21st Century Career Ready Practices

Learning Targets

Standards

- **6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

- **8.1 Educational Technology:**

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

Content Statements

- Economic opportunities of New Jersey and other states are related to the availability of resources and technology.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people.
- Interact, collaborate, and publish with peers, experts, or by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Indicator #	Indicator
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson and Benjamin Franklin towards the development of the United States Government.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
Unit Essential Questions <ul style="list-style-type: none"> ● How do we get from place to place? ● What is the same/different from long ago? ● Who is Martin Luther King? ● What is Thanksgiving? ● What is a holiday? 	Unit Understandings <ul style="list-style-type: none"> ● Share thoughts/peer interaction ● Various means of transportation ● Identify MLK ● Compare and contrast long ago and today ● Identify different holiday and how people celebrate them
Unit Learning Targets (Outcomes)- <i>Students will...</i> <ul style="list-style-type: none"> ● name different modes of transportation. ● comprehend the importance of holidays. 	

- compare time periods including transportation, tools and toys.
- learn and participate in Thanksgiving traditions.

Integration of Technology:

- Interactive Activities, iPad, Camera use

Technology Resources:

- www.brainpopjr.com
- www.education.com
- www.teacherspayteacher.com
- Pinterest

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction (picture prompts, props, books, small group instruction)
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSLS 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X

CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Observation
- Journal
- Projects/Centers
- Discussion/Role Play

Summative Assessment:

- N/A

Benchmark Assessment:

- N/A

Alternative Assessment:
Example: Create a concept map or infographic

- N/A

Activities	Materials
Lesson 1: Transportation Song - Flip Chart Unit 2 page 61	Lesson 1: “What Do Wheels Do All Day?”
Lesson 2: Text & Graphic Features Workbook page 64	Lesson 2: “Wheels Long Ago and Today”
Lesson 3: Make a picture for your birthday month	Lesson 3: “Holidays All Year Long”

Lesson 4: Poem-Flip Chart - Unit 1 Page 3	Lesson 4: Teacher Selection of Poetry Books
Lesson 5: Thanksgiving Scholastic News	Lesson 5: Let's Find Out Scholastic Magazine
Lesson 6: Thanksgiving Activities Teacher Selection: Make butter, make a placemat, make a Pilgrim/Native American	Lesson 6: Teacher Selection of Thanksgiving books
Lesson 7: December Holiday Activities and Lessons	Lesson 7: Teacher Selection of December Holiday books
Lesson 8: Learning About Martin Luther King	Lesson 8: Teacher Selection of books about Martin Luther King and Let's Find out Scholastic Magazine

Teacher Notes:

- Vocabulary - Native American, Pilgrim, travel, long ago/past, today/present, transportation, Thanksgiving, Christmas, Chanukah, Kwanza holiday
- Suggested Activity:
 1. Create 4 Multicultural Holiday Activities AS A GRADE LEVEL and rotate between designated classes.

Unit 3 Overview

Content Area: Social Studies

Unit Title: Famous Historical People, Landforms, Maps, Holidays, & Friendship

Unit: #3

Target Course/Grade Level: Kindergarten

Timeline: Marking Period 3

Unit Summary: In this unit the students will gain an understanding of Famous Historical People, Landforms, Maps, Holidays, & Friendship. The students will learn about various holidays and cultural traditions that people celebrate in our country and learn to accept and respect diversity along with ways of being fair. They will also understand the impact of historical figures and their contributions. Children will discuss landforms and be introduced to various geographical instruments.

Primary interdisciplinary connections: Social Skills, Language Arts, Math, 21st Century Career Ready Practices

Learning Targets

Standards

- **6.1 U.S. History: America in the World**
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century**
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.
- **8.1 Educational Technology:**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **8.2 Technology Education, Engineering, Design, and Computational Thinking- Programming:**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to individual, global society, and the environment.

Content Statements

- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.

- Key historical events, documents, and individuals led to the development of our nation.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people.
- Interact, collaborate, and publish with peers, experts, or by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- The attributes of design.

Indicator #	Indicator
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
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.
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.
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.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
Unit Essential Questions <ul style="list-style-type: none"> ● Who are Benjamin Franklin, George Washington, and Abraham Lincoln? ● What is a map and how do we use it? ● Where do we live? ● What does it mean to be fair? 	Unit Understandings <ul style="list-style-type: none"> ● Share thoughts/peer interaction ● Identify Benjamin Franklin, George Washington, and Abraham Lincoln ● Compare and contrast land, water, and various landforms ● Celebrate Valentine’s Day, 100th Day of School, Dr. Seuss Read Across America, St. Patrick’s Day
Unit Learning Targets (Outcomes)- <i>Students will...</i> <ul style="list-style-type: none"> ● identify Benjamin Franklin and his inventions. ● identify George Washington and Abraham Lincoln. ● comprehend the importance and uses of a map/globe/compass. ● compare various landforms. ● learn and participate in various holiday celebrations. 	
Integration of Technology: <ul style="list-style-type: none"> ● Interactive Activities, iPad, Camera use 	
Technology Resources: <ul style="list-style-type: none"> ● www.brainpopjr.com ● Pinterest ● www.teacherspayteachers.com ● www.education.com 	
Opportunities for Differentiation (<i>Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented</i>): <ul style="list-style-type: none"> ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups ● Modified Assignments ● Differentiated Instruction (picture prompts, props, books, small group instruction) 	

- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Observation
- Journals
- Projects
- Centers
- Classroom Discussions
- Role Plays

Summative Assessment:

- N/A

Benchmark Assessment:

- N/A

Alternative Assessment:

- N/A

Activities	Materials
Lesson 1: Holiday Activities for Valentine's Day, 100th Day of School, St. Patrick's Day and Dr. Seuss Read Across America (Teacher Selection: Leprechaun Traps, Valentine's Day Cards, Kindness Activities, 100th Day Collections)	Lesson 1: Teacher Selection on Holiday Books, 100 Collection Posters, Dr. Seuss Hats Scholastic News "Let's Find Out"
Lesson 2: Use a globe and/or map to show where Ireland is located	Lesson 2: Globe/Map
Lesson 3: Landform Activities-Teacher Selection	Lesson 3: "Exploring Land and Water" 'Sheep Take a Hike'
Lesson 4: Use coins to discuss Presidents-coin rubbing	Lesson 4: Coins/Scholastic News "Let's Find Out"/Teacher Selection Books
Lesson 5: Things Friends Do Together/Role play fair ways of play	Lesson 5: 'The Best of Friends', 'Simon and Molly Plus Hester', Flip Chart Lesson 21 Page 8

Teacher Notes:

- Vocabulary: kindness, friendship, landforms, president
- Suggested Activities:
 1. Global School Play Day Feb. 5, 2020 (the first Wednesday of February)-Play GSPD song from official GSPD website.
 2. Mapping Activity. Create a school wide map of the community. Have students design buildings out of construction paper (house, library, bank, store, etc) to add to map.

Unit 4 Overview

Content Area: Social Studies

Unit Title: Holidays, Environment, & Geographical Studies

Unit: #4

Target Course/Grade Level: Kindergarten

Timeline: Marking Period 4

Unit Summary: In this unit the students will gain an understanding of our environment and geographical location. The students will learn about various holidays and cultural traditions that people celebrate in our country and learn to accept and respect diversity.

Primary interdisciplinary connections: Social Skills, Language Arts, Math, 21st Century Career Ready Practices.

Learning Targets

Standards

- **6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **6.3 Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

- **8.1 Educational Technology:**

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

- **8.2 Technology Education, Engineering, Design, and Computational Thinking- Programming:**

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

Content Statements:

- Personal, family, and community history is a source of information for individuals about the people and places around them.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences
- American culture, based on specific traditions and values, has been influenced by the

behaviors of different cultural groups living in the United States.

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.

- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- The influence of technology on history.
- Interact, collaborate, and publish with peers, experts, or by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Indicator #	Indicator
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concepts of regionalism.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.D.14	Trace how the American identity evolved overtime.
6.3.4.A.1	Determine what makes a good rule or law and

	apply his understanding to rules and laws in your school or community (e.g.bike helmets, recycling).
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
Unit Essential Questions <ul style="list-style-type: none"> • What is Cinco De Mayo? • What are some Easter traditions? • What is Earth Day? • How do we make the world a better place? • What is a job and why is it important? • Where do we live? • What is the same/different from long ago? 	Unit Understandings <ul style="list-style-type: none"> • Share thoughts/peer interaction • Explore and experience Mexican culture for Cinco De Mayo • Compare and contrast long ago and today • Identify what it means to Reduce, Reuse, and Recycle • Introduce country, state, county and town • Celebrate Easter traditions, Earth Day, Cinco De Mayo
Unit Learning Targets (Outcomes)- <i>Students will...</i> <ul style="list-style-type: none"> • be introduced to our geographical location. • comprehend the importance of Reducing, Reusing, and Recycling to make the world a better place. • compare schools today to schools long ago. • learn and participate in various holiday celebrations. 	
Integration of Technology: <ul style="list-style-type: none"> • Interactive Activities, iPad, Camera use 	
Technology Resources: <ul style="list-style-type: none"> • Pinterest • www.teacherspayteachers.com • www.Brainpopjr.com • www.education.com 	
Opportunities for Differentiation (<i>Special Education, English Language Learners,</i>	

At-Risk Students, 504 Plans and Gifted & Talented):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction (picture prompts, props, books, small group instruction)
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X

CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Observation
- Journals
- Projects
- Centers
- Classroom Discussion
- Role Play

Summative Assessment:

- N/A

Benchmark Assessment:

- N/A

Alternative Assessment:

Example: Create a concept map or infographic

- N/A

Activities	Materials
Lesson 1: Scholastic News	Lesson 1: Let's Find Out
Lesson 2: Lesson 26 Making Connections	Lesson 2: 'Jobs People Do'
Lesson 3: Role Play	Lesson 3: 'Jobs People Do'
Lesson 4: Nesting Boxes/ Where in the World Activity	Lesson 4: "Cross-Country Trip"
Lesson 5: Lesson 30 Making Connections	Lesson 5: "Schools Then and Now"
Lesson 6: Holiday Activities Teacher Selection	Lesson 6: Teacher Selections on Holiday Books, Chips and Salsa

Teacher Notes:

- Vocabulary: reduce, reuse, recycle, country (USA), state (New Jersey), county (Cape May), Town (Villas)
- Suggested Activities:
 1. Yellow Day-Spread Kindness in our school.

2. Students paint a rock and add a kind word. They place the rock somewhere in our world and share where they put it.
3. Earth Day School Recycling Project-Collect used crayons and markers to be recycled.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or,

	students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allow them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information	Use games as a way to review and reinforce

and skill	concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objectives are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of

	<p>several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas</p>
Jigsaw	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>
Multiple texts	<p>The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.</p>
Alternative assessments	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>
Modified Assessments	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>
Learning contracts or Personal Agendas	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite</p>

	<p>similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>

