



Social Studies Department
Kindergarten

Developed By: Lauren Branin and Allyson LaReau

Effective Date: Fall 2021-2022

Scope and Sequence

Month	Unit Number	Unit Name
September	Unit 1	History
October	Unit 1	History
November	Unit 2	Civics
December	Unit 2	Civics
January	Unit 2	Civics
February	Unit 3	Geography
March	Unit 3	Geography
April	Unit 3	Geography
May	Unit 4	Economics
June	Unit 4	Economics

Unit 1

History

Summary and Rationale

Unit 1 focuses on learning about ourselves and our families. In this unit, students will start by learning about the similarities and differences among their classmates. They will focus on feelings, families and traditions. Throughout the lessons, students will learn and discuss similarities and differences among each other and among families of different cultures. They will learn how different cultures and families celebrate different holidays, and compare those traditions to their own. Finally, students will learn to identify similarities and differences among time periods. They will learn and discuss that there are similarities and differences between their classmates, their families, and from time periods long ago.

Recommended Pacing

Lesson 1 - Who am I? - 65 Minutes (see recommended TCI pacing)

Lesson 2 - What is a family? - 50 Minutes (see recommended TCI pacing)

Lesson 3 - How is our life different from long ago? 85 Minutes (see recommended TCI pacing)

Standards

NJSLS

6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.1:	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

CCSS-ELA - Reading

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCSS-ELA - Writing	
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
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Social Justice Standards (As Applicable)	
ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.

ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me
NJSL - Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
<p>-Historical timelines put events in chronological order to help people understand the past.</p> <p>-Understanding the past helps to make sense of the present.</p> <p>-Two or more individuals can have a different understanding of the same event.</p> <p>-Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<p>-How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p> <p>-How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>
<p>Unit Inquiry Question(s) → What would my life have been like long ago?</p> <p>Lesson 1 Question - Who Am I?</p> <p>Lesson 2 Question - What is a family?</p> <p>Lesson 3 Question - How is our life different from long ago?</p>	
Objectives (SLO)	
<p>Students will know:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Identify similarities and differences among students in the class. ○ Learn ways to care for others. ○ Identify different feelings and interpret facial expressions. ○ Appreciate the many things one can do. ● Language Arts <ul style="list-style-type: none"> ○ Recite poems and songs as a group. (speaking) ○ Share information with a partner. (speaking and listening) ○ Take turns, contribute to class discussion, and follow directions (participation) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use facial expressions to guess how someone might be feeling in different situations. -Match cultural objects to family traditions during six holidays: Independence Day, Chinese New Year, Thanksgiving, Diwali, Christmas, and Day of the Dead. -Predict what will happen in videos about getting water long ago and today. Visit six stations to categorize types of transportation as “Long Ago” or “Today.”

- **Social Justice / Social Emotional Learning**
 - Express pride, confidence, and healthy self-esteem without denying the value of other people.
 - Demonstrate an understanding of one's emotions.
 - Show empathy for other people's emotions, perspectives, and cultures.

Lesson 2:

- **Social Studies**
 - Define what makes a family.
 - Show that families are alike and different.
 - Learn empathy and caring for others.
 - Learn the many ways families do things together.
 - Identify family traditions from a variety of cultures.
- **Language Arts**
 - Recognize high-frequency words. (reading)
 - Practice fluent, phrased reading of song lyrics. (reading)
 - Dictate sentences to match illustrations. (writing)
 - Take turns, contribute to class discussion, and follow directions (participation)
- **Social Justice / Social Emotional Learning**
 - Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
 - Examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Lesson 3:

- **Social Studies**
 - Identify similarities and differences among time periods.
 - Analyze images to learn about the past.
 - Analyze images to learn about today.
- **Language Arts**
 - Compare life today to life long ago. (writing)

- Share information with a partner. (speaking and listening)
- Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Express comfort with people who are both similar to and different from them and engage respectfully with all people.
 - Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Assessment

- Exit Tickets
- Participate in Discussions
- Written Responses
- TCI Assessments:
 - [Lesson 1](#) “Who Am I?”
 - [Lesson 2](#) “What Is a Family?”
 - [Lesson 3](#) “How Is Our Life Different From Long Ago?”
- TCI [Inquiry Project](#): **pages 1-6 - 60 minutes**
 - Step 1: Gathering Visual Evidence
 - Step 2: Developing Compelling Questions
 - Step 3: Collecting Evidence
 - Step 4: Building Additional Content Knowledge
 - Step 5: Constructing an Argument
 - Step 6: Taking Informed Action

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Me and My World

Read Alouds:

- *ABC I Like Me* by Nancy Carlson (New York: Puffin Books, 1997)
- *It's Okay to Be Different* by Todd Parr (New York: Little, Brown and Company, 2001)
- *My Favorite Thing (According to Alberta)* by Emily Jenkins. Illustrated by AnnaLaura Cantone. (New York: Atheneum Books for Young Readers, 2004)
- *We Are All Alike, We Are All Different* by the Cheltenham Elementary School Kindergartners. Photography by Laura Dwight. (New York: Scholastic Paperbacks, 2002)
- *Why Am I Me?* by Paige Britt. Illustrated by Selina Alko and Sean Qualls. (New York: Scholastic Press, 2017)
- *Avocado Asks: What Am I?* by Momoko Abe (New York: Doubleday Books for Young Readers, 2021)
- *The Colors of Us* by Karen Katz (New York: Square Fish, 2002)
- *The Berenstain Bears: Long, Long Ago* by Mike Berenstain (New York: Harper Festival, 2018)

Videos:

- Sesame Street: "What I Am" <https://pbslearningmedia.org/resource/sesame-what-i-am/song-what-i-am-sesame-street/>
- Animal Riddles for Kids: Who Am I? <https://www.youtube.com/watch?v=aZJgA9sdgso>
- Let's Face It: Spinner Face Activity
<http://web.uvic.ca/~letsface/letsfaceit/sites/default/files/Spinner%20Faces%20copy.pdf>

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education:

- [Lesson 1: Who Am I?](#) When students conduct the act-it-outs during Extension: Caring, choose volunteers who will be comfortable speaking and acting in front of the class, especially as it is the beginning of the year. But find ways to get all students involved, such as having students play non-speaking roles or hold key items. When completing the Activity Notes for this section, students connect illustrations of ways we can show that we care. Conduct a think-aloud for each "problem" by sharing what you see ("Oh no! It looks like this ketchup bottle has fallen over!"), and then talk through the choices ("Will it help to hold hands? No. Will it help to set the bottle up? Yes! Let's draw a line to this choice.")
- [Lesson 2: What is a Family](#) For students who may have difficulty seeing the projected screen, print a copy of the song lyrics so they can follow along during the Preview Activity.
- Check with students who have hearing loss (or their parents) to see if they know sign language for any of the key terms used in the song. They can teach the rest of the class and incorporate the hand motions into the song.
- In this lesson, students encounter the high-frequency words *am*, *my*, and *family*. Point out these words wherever they appear. Highlight them in the song lyrics. Have students practice repeated reading of all text containing these words.
- [Lesson 3: How Is Our Life Different from Long Ago?](#) When students are brainstorming questions in the Preview Activity, consider providing a couple of questions—for example, How did people get water?, How did people make clothes?, and How did people get from place to place? In lieu of developing their own questions, students could simply vote on which of these questions interests them most.

MLL:

- [Lesson 1: Who Am I?](#) During Extension: Being Special, students brainstorm special things that they can do. Help English Learners recognize that speaking their native language is something special they can do. Give students enough time to brainstorm what they will share during the "I Am Special" game so that they are not stressed when the ball is rolled to them and it is their turn to share. Students can also first practice sharing their answer with a partner before playing the class game.
- [Lesson 2: What is a Family?](#) Celebrate traditions that ELL learners have in their families and cultures. Review the various traditions covered in the activities and reading and add to, or substitute, important traditions of students' families in your class.
- Also have students brainstorm terms they use to describe their family members, such as *abuelita* for a grandmother.
- [Lesson 3: How Is Our Life Different from Long Ago?](#) Review the vocabulary words with English Learners at the beginning of the lesson. In addition to the lesson vocabulary, consider teaching some of the following terms: *past* (long ago), *present* (today), *stream*, *wool*. Additionally, teach students the names of different transportation methods, such as *airplane* and *bus*. Encourage students to draw and label an illustration for each word to ensure their comprehension before moving on with the activities in the lesson.

Gifted and Talented:

- [Lesson 1: Who Am I?](#) Have students compare who they are in kindergarten with who they think they will be when they are older by having them create a self-portrait at any age they choose. Using the ideas from this lesson, have students predict how they might be the same and different when they are older. For example, their hair may be the same color, but they will be taller. What new things will they be able to do? What will they continue to care about? What might be the same and different about what they like and dislike?
- [Lesson 2: What is a Family?](#) Have students create timelines of four important events in their lives. Ask students to sequence four pictures of things that have happened to them, such as being a newborn, learning to walk, going to preschool, and starting kindergarten. The pictures may be either drawings or photographs. Encourage students to write a word or two about each event, and label the images in the order that they occurred. Students can label them as first, second, third, and fourth, or if students can label the events according to their age at the time, encourage them to do so. Students with advanced mathematical understanding may be able to work from the current year and assign dates (by year) to each picture as well.
- For practice with sequencing events over time, set up a week-long calendar on the board or as a wall display. Label the days of the week and use this display to help students learn the names of the days in sequence. Write both daily routines and special classroom events on this weekly calendar. Each morning, ask: *What day is today? What day was it yesterday? What day will it be tomorrow?* Review with students what they did yesterday, what is on the schedule for today, and what they will do tomorrow.
- [Lesson 3: How Is Our Life Different from Long Ago?](#) Have students conduct an interview with an adult about something that was different in the past than it is today. Consider letting adults know which topics were taught in class—such as clothing and travel—so they can share their own experiences with students. Encourage students to illustrate the adult's answers and present their work to the class.

504:

- [Lesson 1: Who Am I?](#) Read each section aloud while the class follows along. Complete the Activity Notes as a class, and make sure that students understand the main ideas of each section before moving on. When the Activity Notes call to trace or write words, assist students or allow them to draw pictures instead.
- [Lesson 2: What is a Family](#) As students brainstorm questions during the Preview Activity, provide sentence starters, such as *What did people . . . ?* On slides throughout the lesson, simplify or rephrase questions. To assist students with the reading and Activity Note prompts, explicitly teach them how a timeline works. Explain that timelines typically place "long ago" on the left and "today" on the right. (Or, if it's a vertical timeline, "long ago" will be at the top, and "today" will be at the bottom.)
- [Lesson 3: How Is Our Life Different from Long Ago?](#) As students brainstorm questions during the Preview Activity, provide sentence starters, such as *What did people . . . ?* On slides throughout the lesson, simplify or rephrase questions.
- To assist students with the reading and Activity Note prompts, explicitly teach them how a timeline works. Explain that timelines typically place "long ago" on the left and "today" on the right. (Or, if it's a vertical timeline, "long ago" will be at the top, and "today" will be at the bottom.)

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2

Civics

Summary and Rationale

Unit 2 focuses on civics. In this unit, students will begin by learning ways to communicate and get along with one another by practicing the skills of listening and taking turns. They will then learn about kindness and how to be a good friend to their classmates and friends outside of school. Students will then practice ways to problem solve independently and how they can be a contributing member of their classroom by learning to take care of things, clean up, follow directions, and do their schoolwork. Finally, they will learn how Americans celebrate different holidays. This unit will teach students the basic concepts of civics and being a contributing member of society by practicing these skills in the classroom with their peers.

Recommended Pacing

Lesson 4 - How Do I Get Along With Others? - 65 minutes (see recommended TCI pacing)

Lesson 5 - How Do I Make Friends? - 60 minutes (see recommended TCI pacing)

Lesson 6 - How Do I Solve Problems with Other? 70 minutes (see recommended TCI pacing)

Lesson 7 - How Can I Be a Good Helper at School? 60 minutes (see recommended TCI pacing)

Lesson 8 - How Do Americans Celebrate? 65 minutes (see recommended TCI pacing)

Standards

NJSLS

6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.CivicsPR.1	Determine what makes a good rule or law
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good
6.1.2.CivicsCM.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.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted
CCSS-ELA - Reading	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text
RI.K.10	Actively engage in group reading activities with purpose and understanding.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCSS-ELA - Writing	
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
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Social Justice Standards (As Applicable)	
AC.K-2.16	I care about those who are treated unfairly
AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
NJSLs - Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● Identify helpful, courteous, fair, compassionate, and responsible behaviors. ● Identify reasons for rules at home and at school. ● Define what it means to be a friend. ● Distinguish between friendly (kind) and unfriendly (selfish) behavior. 	<ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
Unit Inquiry Question(s) → How can I help a new student at our school? Lesson 4 Question - How do I get along with others? Lesson 5 Question - How do I make friends? Lesson 6 Question - How do I solve problems with others? Lesson 7 Question - How can I be a good helper at school? Lesson 8 Question - How do Americans celebrate?	
Objectives (SLO)	
<p>Lesson 4: Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Understand what it means to get along. ○ Identify helpful, courteous, fair, compassionate, and responsible behaviors. ○ Identify reasons for rules at home and at school. ● Language Arts <ul style="list-style-type: none"> ○ Use different kinds of voices appropriately. (speaking and listening) ○ Practice communication skills. (speaking and listening) ○ Take turns, contribute to class discussion, and follow directions. (participation) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Express comfort with people who are both similar to and different from them and engage respectfully with all people. <p>Lesson 5: Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Define what it means to be a friend. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Play the Sunshine Telephone game to compete against your classmates and practice talking, listening, and taking turns. ● Join a group of three and play with three puppets—Batty, Puffin, and Red Panda—to learn how to make friends. ● Listen to a story about the lion family and discuss four steps they might take to solve a problem. Use the four-step “Let’s Talk It Out!” method to help solve problems with others. ● Visit eight stations that challenge you to take care of things, clean up, follow directions, or do your work. ● View videos about four American holidays and pick a badge to represent each on your sash. Then see photographs of statues representing past Americans whom we celebrate with holidays and pick a badge for each. Add those to your sash.

- Distinguish between friendly (kind) and unfriendly (selfish) behavior.
- **Language Arts**
 - Perform modeled social interactions. (speaking and listening)
 - Complete simple sentences. (writing)
 - Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Respond to diversity by building empathy, respect, understanding and connection.
 - Recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
 - Recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Lesson 6:

Objectives

- **Social Studies**
 - Identify situations in which conflict resolution is needed.
 - Practice and recite four steps to solving a problem or conflict with others.
- **Language Arts**
 - Listen responsively to a series of four videos. (speaking and listening)
 - Record ideas using pictures, numbers, and words. (writing)
 - Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
 - Demonstrate the skills to manage and express one's emotions, impulses, and stress in constructive ways.
 - Problem solve effectively while being respectful of people similar to and different from oneself.

Lesson 7:

Objectives

- **Social Studies**
 - Identify behaviors that are helpful to others.
 - Describe four responsibilities in our classroom community.
 - Know the terms to describe various locations in a school.
 - Practice “good helper” skills.
- **Language Arts**
 - Follow one- and two-step oral directions. (speaking and listening)
 - Identify initial letter-sounds in a word. (reading)
 - Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Behave responsibly in personal and community contexts.
 - Contribute productively to one’s school, workplace, and community.

Lesson 8:

Objectives

- **Social Studies**
 - Identify the ten national holidays celebrated by the United States.
 - Identify the flag as a symbol of the United States.
- **Language Arts**
 - Read a primary text quotation. (reading)
 - Share information with a partner. (speaking and listening)
 - Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Develop positive social identities based on membership in multiple groups in society.
 - Recognize that people’s multiple identities interact and create unique and complex individuals.
 - Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.

- Recognize traits of the dominant culture and home culture.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Student Presentations
- TCI Assessments:
 - [Lesson 4](#) “How Do I Get Along with Others?”
 - [Lesson 5](#) “How Do I Make Friends?”
 - [Lesson 6](#) “How Do I Solve Problems with Others?”
 - [Lesson 7](#) “How Can I Be a Good Helper at School?”
 - [Lesson 8](#) “How Do Americans Celebrate?”
- TCI [Inquiry Project](#): **pages 47-52 - 60 minutes**
 - Step 1: Gathering Evidence
 - Step 2: Developing the Compelling Question
 - Step 3: Collecting Evidence
 - Step 4: Building Additional Content Knowledge
 - Step 5: Constructing an Argument
 - Step 6: Taking Informed Action

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Me and My World

Read Alouds:

- *Dinosaurs, Beware! A Safety Guide* by Marc Brown and Stephen Krensky (Boston: Little, Brown Young Readers, 1984).
- *It's Hard to Be Five: Learning How to Work My Control Panel* by Jamie Lee Curtis. Illustrated by Laura Cornell. (New York: Joanna Cotler Books, 2004)
- *My Mouth Is a Volcano* by Julia Cook. Illustrated by Carrie Hartman. (Vienna, VA: CTC Publishing, 2005)
- *The Selfish Crocodile* by Faustin Charles. Illustrated by Michael Terry. (London: Bloomsbury Publishing, 1999)
- *Lilly's Purple Plastic Purse* by Kevin Henkes (New York: Greenwillow Books, 2006)
- *David Goes to School* by David Shannon (New York: Blue Sky Press, 1999)
- *Bully* by Laura Vacaaro Seeger (New York: Roaring Brook Press, 2013)
- *Clara and Davie* by Patricia Polacco (New York: Scholastic Press, 2014)
- *Me First* by Helen Lester. Illustrated by Lynn Munsinger. (Boston: HMH Books for Young Readers, 1995)

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education:

- [Lesson 4: How Do I Get Along with Others?](#) Throughout the lesson, as students encounter examples of getting along with others, being fair and responsible, and following rules at home and school, give students a chance to act out the scenarios. This will assist students who need additional support to internalize the concepts. As they demonstrate each situation (playing, helping, listening), reinforce the use of the appropriate language and behaviors.
- [Lesson 5: How Do I Make Friends?](#) In Hands-On Activity: Puppets Introduce Themselves and Play, Hands-On Activity: Puppets Share and Are Kind, Extension: Creating Your Own Scenes, students create and perform scenes with their puppets. To support students, write a script, and allow students to rehearse either at home or in class with you before they perform for their peers.
- [Lesson 6: How Do I Solve Problems with Others?](#) Make a large copy of the Show What You Know Activity Notes, and post it where students can see it. As you walk through the problem-solving scenario with the lion family, pause the presentation to refer to the Activity Notes. Make sure students can find the prompt on the page and that they understand the task.
- Where students are asked to read multiple sections and complete the related Activity Notes at once, break up the reading and Activity Notes work. Have students read and complete the Activity Notes one section at a time. Check their answers between each section.
- [Lesson 7: How Can I Be a Good Helper at School?](#) For Hands-On Activity: You Can Make School a Better Place, walk students through the activity at one of the stations, and model placing the cutouts on the Activity Cards. To help students recognize which Activity Card is paired with which section, place the stations in the order in which they are discussed in the text. Also, consider labeling each Activity Card with the related section.
- Cut the number of stations in Hands-On Activity: You Can Make School a Better Place in half. Set up only one station per section (e.g., A, C, E, G).
- Have students with motor skills deficits visit the eight stations in Hands-On Activity: You Can Make School a Better Place by using the slideshow interactives.
- [Lesson 8: How Do American's Celebrate?](#) Encourage students to practice celebrating events throughout their day. It can be uplifting to celebrate successes. Consider reducing the number of holidays covered in Hands-On Activity: Six Holidays to Help Us Remember. Select the holidays that are most meaningful to the local and/or school community. During Hands-On Activity: Four Special American Holidays and Hands-On Activity: Six Holidays to Help Us Remember, have volunteers read each section aloud while the rest of the class follows along.

MLL:

- [Lesson 4: How Do I Get Along with Others?](#) Students may be uncomfortable talking extemporaneously during the Hands-On Activity: Playing the Sunshine Telephone Game debrief or during the discussion in Extension: Learning to Make Good Choices. They may not have the processing skills to formulate their speech in English. For both activities, prepare sentence starters for students so that they may participate in the group discussions.
- [Lesson 5: How Do I Make Friends?](#) Eye contact can mean many different things to people in different cultures. Eye contact that is acceptable or even required in one culture could well cause misunderstandings in another. For example, looking someone in the eye during a conversation in the United States may be considered a sign of openness and honesty, but in parts of Asia, it may be taken as a sign of belligerence and disrespect. Model the Preview activities so students have a clear understanding of what you expect them to do.
- [Lesson 6: How Do I Solve Problems with Others?](#) During Hands-On Activity: Creating a Way to Solve Problems with Others, provide support for students by helping them understand the concepts in the story and cultural

differences in solving problems. Invite students to share stories about problem solving, as well as problem-solving methods, from their family's culture.

- [Lesson 7: How Can I Be a Good Helper at School?](#) Review the song featured in the Preview slideshow beforehand to see if there are any terms or phrases that may confuse students. Stop the song periodically to see if students have questions about any of the lyrics.
- [Lesson 8: How Do American's Celebrate?](#) Encourage students to learn about a national holiday in their family's country of origin. Have them compare it to an American holiday they learn about in this lesson. Challenge students to present the holiday to the class. Allow students use images to help them illustrate their presentation.

Gifted and Talented:

- [Lesson 4: How Do I Get Along with Others?](#) After the class has completed Extension: Learning to Make Good Choices, have students work to create their own good choice situations similar to those pictured in the slideshow. Using the scenarios from the slideshow as a model, have students create their own situations with a picture that shows the scene and three choices the student might make, including one good and two poor choices. Students can then present their situations to classmates for additional discussion about making good choices.
- [Lesson 5: How Do I Make Friends?](#) Provide picture books about friendship from the class or school library. (See the Additional Reading Opportunities in Enhancing Learning for suggested titles.) Have students read or examine one book and draw a scene that shows two characters becoming friends or being kind to one another. Then ask students to write about (or share with the class orally) specific friendly behaviors demonstrated by the chosen characters, drawing on ideas the class discussed during the lesson.
- [Lesson 6: How Do I Solve Problems with Others?](#) After students complete Hands-On Activity: Creating a Way to Solve Problems with Others, ask students to draw a picture to complete the story. The picture should show how the lion family resolved their problem. Invite students to present their drawing and story conclusion to the class.
- [Lesson 7: How Can I Be a Good Helper at School?](#) Building upon the class discussion about being helpers at school, have students compare and contrast the ways they are helpful in school and at home. On a large sheet of paper, set up a Venn diagram titled "We Are Handy Helpers." Label the circles "Home" and "School." In the center where the circles overlap, have students identify things that they do to be a good helper both at home and at school, such as cleaning up toys and hanging up their jackets. Then, in the separate circles, have them identify things that they do to help specifically at home and specifically at school.
- [Lesson 8: How Do American's Celebrate?](#) Challenge students to read a story about an American hero. Consider providing a list of books or stories for students to select. Have students introduce the American hero and tell their story in front of the class. Alternatively, ask students to create pictures that illustrate the story.

504:

- [Lesson 4: How Do I Get Along with Others?](#) Conduct a pre reading session before students read each section. For each numbered section, ask, What is the title of this section? What do you see in the image? What do you already know about the heading topic? What do you want to know about this topic? Then have students read and complete the corresponding Activity Notes for this section. Review the answers as a class. Repeat these steps as needed for each section.
- [Lesson 5: How Do I Make Friends?](#) Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class and make sure that students understand the main points in the section before moving on.
- [Lesson 6: How Do I Solve Problems with Others?](#) Where students are asked to read multiple sections and complete the related Activity Notes at once, break up the reading and Activity Notes work. Have students read and complete the Activity Notes one section at a time. Check their answers between each section.
- [Lesson 7: How Can I Be a Good Helper at School?](#) Conduct a pre reading session before students read each section. For each numbered section, ask, *What is the title of this section? What do you see in the image? Which subsection corresponds to the image? What do you already know about the heading topic? What do you want*

to know about this topic? Then have students read and complete the corresponding Activity Notes for this section. Review the answers as a class. Repeat these steps as needed for each section.

- [Lesson 8: How Do American's Celebrate?](#) During Hands-On Activity: Five Special American Holidays and Hands-On Activity: Six Holidays to Help Us Remember, have volunteers read each section aloud while the rest of the class follows along.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 3

Geography

Summary and Rationale

Unit 3 focuses on geography. In this unit, students will learn about location. They will use a map key, give directions using landmarks and identify places on a map. Students will show the location of their city, state, country and world on a kaleidoscope map. They will be challenged to categorize images by city, state, country or world. Finally, students will prepare for a culture fair by learning how others eat, learn, play and listen to music around the world. This unit will teach students the basic concepts of geography and each place on the map varies with culture.

Recommended Pacing

Lesson 9 - What Is In My Neighborhood? 85 Minutes (see recommended TCI pacing)

Lesson 10 - Where Am I In The World? 90 Minutes (see recommended TCI pacing)

Lesson 11 - How Do People Live Around the World? 65 Minutes (see recommended TCI pacing)

Standards

NJSLS

6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
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).
6.1.2.Geo.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.SV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
CCSS-ELA - Reading	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text
RI.K.10	Actively engage in group reading activities with purpose and understanding
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCSS-ELA - Writing	
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.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Social Justice Standards (As Applicable)	
DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
NJSL - Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):

<ul style="list-style-type: none"> ● Using a map key to label a map. ● Explain what city, state, and country I live in. ● Identify how students around the world eat, learn, play, and listen to music. 	<ul style="list-style-type: none"> ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
--	---

Unit Inquiry Question(s) → Where is my place in the world?
Lesson 9 Question - What is in my neighborhood?
Lesson 10 Question - Where am I in the world?
Lesson 11 Question - How do people live around the world?

Objectives (SLO)

<p>Lesson 9: Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Identify characteristics of a neighborhood. ○ Plan and create a model and a map of a neighborhood. ○ Identify map symbols. ○ Create a map key and use it to color code eight places in a neighborhood. ● Language Arts <ul style="list-style-type: none"> ○ Draw and label pictures to represent something specific. (writing) ○ Sing a song to learn details. (listening and speaking) ○ Take turns, contribute to class discussion, and follow directions. (participation) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Develop language and skills to describe how people and places are both similar to and different from each other. <p>Lesson 10: Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Identify one's own city and state, and locate them on a map. ○ Name the country in which we live. ○ Distinguish between land and water on a globe and a map. ● Language Arts <ul style="list-style-type: none"> ○ Identify repeated words in patterned text. (reading) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use a map key to find eight places in a neighborhood. Then fill in a map key to show eight different places on a neighborhood map. ● Make a telescope that shows your city, state, country, and the world. Use it to look at images and explain what they show. Then play a game that challenges you to categorize images as either a city, state, country, or world. ● Prepare for a cultural fair by learning how four students eat, learn, play, and listen to music around the world.
--	--

- Use capital letters at the beginning of names. (writing)
- Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Recognize cultural and physical traits of our city, state, and country.
 - Understand that one belongs to multiple groups and spaces.

Lesson 11:

Objectives

- **Social Studies**
 - Describe similarities and differences among people and their daily activities.
 - Compare written words, family meals, games, music, and laws in different cultures.
 - Compare technology use today with how things were done long ago.
 - Describe how technology helps people accomplish specific tasks.
- **Language Arts**
 - Respond to nonverbal cues in communication. (speaking and listening)
 - Trace letters in a word from left to right. (writing)
 - Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Understand that families do things that are similar to and different from how other families do things.
 - Describe ways one is similar to and different from people who share an identity or have other identities.
 - Learn about other people and how their lives and experiences are the same and different.

Assessment

- Exit Tickets
- Written Responses
- Student Presentations

- TCI- Assessments:
 - [Lesson 9](#) : “What Is In My Neighborhood?”
 - [Lesson 10](#): “Where Am I in The World?”
 - [Lesson 11](#): “How Do People Live Around the World?”
- TCI - [Inquiry Project](#): **pages 123-128** - *60 minutes*
 - Step 1: Gathering Evidence
 - Step 2: Developing Compelling Questions
 - Step 3: Collecting Evidence
 - Step 4: Building Additional Content Knowledge
 - Step 5: Constructing an Argument
 - Step 6: Taking Informed Action

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Me and My World
- *Galimoto* by Karen Lynn Williams
- *Around the World* (series) by Ann Morris.
- *Hopscotch Around the World* by Mary D. Lankford
- *Sidewalk Games Around the World* by Arlene Erlbach
- *To Be a Kid* by Maya Ajmera, John D. Ivanko, and the Global Fund for Children
- *The Name Jar* by Yangsook Choi
- *Whoever You Are / Quienquiera que seas* by Mem Fox
- *Life at Home* by Vicki Yates
- *The Hello Atlas* by Ben Handicott

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education:

- Before reading each section, review the section's images together as a class and have students predict what the section will be about. Read the section title and then the text together. Complete the Activity Notes as a class and make sure that students understand the main ideas of the section before moving on.
- [Lesson 9: What Is in My Neighborhood?](#) Help students create neighborhood picture dictionary cards to identify things found in a neighborhood. You may either provide images or have students draw a park bench, basketball court, mailbox, stop sign, drinking fountain, park, playground, fire station, post office, police officer, neighbors, or any of the other people, places, or items mentioned during class activities. Provide one large index card for each image. Have students write, copy, or trace the letters to name each object. Students can later sort their cards by category (e.g., buildings, outdoor places, people).
- [Lesson 10: Where Am I in the World?](#) Create another kind of visual representation to help clarify the concept that we live in many different places at the same time. Use a world map as a base and add layers of successively smaller maps or labeled circles. Thus, layer 1 would be the world; layer 2, our country (USA); layer 3, your state; and layer 4, your city. Even smaller layers can show your school within the city or even neighborhood, your class within the school, and a single student within the class.

- [Lesson 11: How Do People Live Around the World?](#) Have students create pages for a picture book that reflects their own experiences with each type of activity (talking, learning, eating, playing). For example, they could draw scenes that show them saying “hello” to a friend or saying “good night” to their parents, participating in their favorite classroom activity, eating a typical meal with their families, and play-ing a game with their friends. As they complete their pictures, assist students in labeling key items with words such as *mother, bed, plate, fork, coat, hat, ball, spinner*. Students can use these pictures to compare and contrast their own activities with those of children in other parts of the world.

MLL:

- [Lesson 9: What Is in My Neighborhood?](#) Have students work in mixed-ability groups to create a large vocabulary poster that identifies things found in a neighborhood. Give each group a different theme such as buildings in our neighborhood, outdoor places in our neighborhood, people in our neighborhood, and signs in our neighborhood. You may either provide images or have students draw the items. Help students write labels for each image and title their posters. Display the posters in your classroom.
- [Lesson 10: Where Am I in the World?](#) Have students ask their parents about some of the symbols of their country or origin, especially its flag. Have students share these symbols with the class using actual objects or images. Remind students that the United States, like all countries, has symbols that are unique to it. Symbols help people feel pride in their country. Then, have students create a classroom placemat illustrated with the flags from each student’s country of origin. You may wish to create a classroom handout with the different flags already outlined and ready to be colored. Remember to include the U.S. flag. When done, laminate the placemats and let students share their work at home.
- [Lesson 11: How Do People Live Around the World?](#) Teaching the class how to say and write “hello” in their native language
- Describing typical meals from their family's country of origin
- Sharing any games and toys unique to their family's country of origin (If possible, have them bring items to the class for to students play with during the activity or recess.
- Also, speak with students before the activity about their culture's music. Find audio clips on the internet to play during the lesson. Encourage students to mentor and help the other students learn the new languages and understand the different cultures.

Gifted and Talented:

- [Lesson 9: What Is in My Neighborhood?](#) Challenge students to create a three-dimensional neighborhood. Refer to the class lists of buildings and outdoor places as you help students brainstorm, and prompt students to consider other ideas, such as a com-munity garden (vegetables and flowers), a community theater, a skate park, an animal shelter, a used bookstore, a food bank, a water slide, and bus lines. As a class, discuss which ideas students feel would be of the most benefit to the community. For example, they could talk about how many people would enjoy each feature and whether it could be used in all seasons of the year. After the options have been discussed, explain that people often vote to make decisions for how to spend money in their community. Hold a class vote to make a final decision. Students can then share responsibilities for creating the three-dimensional neighborhood.
- [Lesson 10: Where Am I in the World?](#) Remind students that we have many kinds of symbols to represent our country, including a national bird and a flag. We even have a national song, or national anthem, called “The Star-Spangled Banner.” Ask students to look in classroom or library books, or guide them in looking online, to find symbols that represent their state. Challenge them to find and draw their state bird, state flower, and state flag and to discover whether their state has a state song. Encourage students to write labels for their pictures if they are able. Students could add these pictures as extra pages to their *I Am Part of the World* books.
- [Lesson 11: How Do People Live Around the World?](#) Have students work in a small group to write simple “conversation clues” for a game called What Do You Know About Me? As students learn how children around the world greet each other, learn, eat, play games, listen to music, and meet basic needs, have them create imaginary exchanges between two people, focusing on a cultural difference. For example:

Person A: What did you and your family do for dinner last night?

Person B: We took our shoes off, sat on the floor, and ate with chopsticks.

- After each clue is presented, the group will ask the class, “What do you know about me?” In this case, the class should be able to respond that the person might be from Japan. Encourage the group to create conversation clues for each concept in the lesson.

504:

- [Lesson 9: What Is in My Neighborhood?](#) Highlight key words or phrases that will help students follow the text and complete their Activity Notes.
- [Lesson 10: Where Am I in the World?](#) Conduct Hands-On Activity: Where in Your World Circle Game as a group activity. Divide your class into eight groups, and give each an Activity Card. Groups then discuss where the image on the Activity Card belongs and place it there when called upon. As desired, repeat with each group receiving a new Activity Card.
- Identify prepositions that appear in the lesson and direct teach them to students. Then place them on a word wall with illustrations so students can refer to them while reading the text and working with the maps during the activities.
- [Lesson 11: How Do People Live Around the World?](#) Before reading each section, review the section's images together as a class and have students predict what the section will be about. Read the section title and then the text together. Complete the Activity Notes as a class and make sure that students understand the main ideas of the section before moving on.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 4

Economics

Summary and Rationale

Unit 4 focuses on economics. In this unit students will learn how to take care of the world around them. Students will learn about needs and wants, and how they can meet their needs while taking care of the world. They will learn about spending versus saving, and how our economic choices can impact the world around us. Students will understand the importance of reducing, reusing and recycling items we use on a daily basis. This unit will teach students the basic concepts of economics and being a resourceful member of society.

Recommended Pacing

Lesson 12 - What Do People Need and Want? 75 Minutes (see recommended TCI pacing)
 Lesson 13 - How Can I Help Take Care of the World? (see recommended TCI pacing)

Standards

NJSLS

6.1.2.EconET.1	Explain the difference between needs and wants.
----------------	---

6.1.2.EconET.3	Describe how supply and demand influence price and output of products
----------------	---

CCSS-ELA - Reading

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

RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
--------	---

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

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
--------	---

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)
--------	--

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

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

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

SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if
---------	---

	something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCSS-ELA - Writing	
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
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
NJSLS - Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● Distinguish the difference between want and need. ● Identify ways to help our earth. 	<ul style="list-style-type: none"> ● How can individuals, groups, and societies apply economic reasoning to make difficult choices about

scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Unit Inquiry Question(s) → How can I meet my needs while taking care of our world?

Lesson 12 Question - What do people need and want?

Lesson 13 Question - How can I help take care of the world?

Objectives (SLO)

Students will know:

Lesson 12:

- **Social Studies**
 - Identify the basic human needs of food, clothing, and shelter.
 - Explain the difference between needs and wants.
 - Explain various ways needs can be met in different places.
 - Identify prices of products and make economic decisions.
- **Language Arts**
 - Construct an argument with reasons. (writing)
 - Present information clearly and in complete sentences. (speaking)
 - Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Make constructive choices that consider the well-being of self and others.

Lesson 13:

- **Social Studies**
 - Name three ways to help save natural resources and take care of the world.
 - Identify and sort recyclable items into four categories.
 - Demonstrate how things can be reused.
 - Identify shopping choices that will help reduce waste.

Students will be able to:

- Go on a shopping trip and pick out new things you need and want. Then take your new things to the playground to see what you can use.
- Use your environmental superhero powers to find ways to protect Earth by reducing, reusing, and recycling the things you use every day.

- Make an economic choice to spend or to save.
- **Language Arts**
 - Describe a step-by-step process in sequence. (speaking and listening)
 - Write words to finish a sentence. (writing)
 - Take turns, contribute to class discussion, and follow directions. (participation)
- **Social Justice / Social Emotional Learning**
 - Make constructive choices that consider the well-being of self and others.
 - Recognize leadership capacity in oneself and others.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Student Presentations
- TCI Assessments:
 - [Lesson 12](#): “What Do People Need and Want?”
 - [Lesson 13](#): “How Can I Help Take Care of the World?”
- TCI - [Inquiry Project](#): **pages 175-180** - 60 minutes
 - Step 1: Gathering Visual Evidence
 - Step 2: Develop the Compelling Question
 - Step 3: Collecting Evidence
 - Step 4: Building Additional Content Knowledge
 - Step 5: Constructing an Argument
 - Step 6: Taking Informed Action

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Me and My World

Read Alouds:

- *Oklahoma's Devastating May 2013 Tornado* by Miriam Aronin (New York NY: Bearport Publishing, 2015)
- *My Favorite Thing (According to Alberta)* by Emily Jenkins. Illustrated by Anna Laura Cantone. (New York: Atheneum Books for Young Readers, 2004)
- *Bluffton: My Summers With Buster Keaton* by Matt Phelan (Somerville, MA: Candlewick Press, 2013)

Digital Resources:

- **Basic Economics: Wants and Needs**
<http://www.socialstudiesforkids.com/articles/economics/wantsandneeds1.htm>
- **Needs vs. Wants** https://pbslearningmedia.org/resource/lpsc10.sci.life.lp_needwant/needs-vs-wants/

- **Economics for Kids: Needs and Wants** <https://www.youtube.com/watch?v=FpNyTKgi1lo>

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education:

- [Lesson 12: What Do People Need and Want?](#) Provide sentence frames for presenters to use when pointing to the need in the picture or explaining how a need may be met. This will provide more structure and help learners be more comfortable during presenting. Sample sentence frames:
 - The need of _____ is found here in this picture..
 - The need of _____ in this picture is a _____.
 - The need of _____ can be met by _____.
 - I will meet the need of _____ by _____.
- Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class and make sure that students understand the main ideas of the section before moving on.
- [Lesson 13: How Can I Help Take Care of the World?](#) Help students create a visual dictionary to illustrate the main concepts in this lesson, giving them a chance to practice writing and reading the words with visual representations alongside the text. For example, print the word *recycle* for students to trace or copy on a sheet of paper. Then, for a visual connection, have them glue down pictures of newspaper and junk mail or other recyclable objects. Consider providing additional copies of the pictures used on the wall display or look for other appropriate pictures in magazines or clip art. Have students repeat the process for the terms reuse and reduce.
- Conduct a pre-reading session before students read each section. For each numbered section, ask, What is the title of this section? What do you see in the image? Which subsection corresponds to the image? What do you already know about the heading topic? What do you want to know about this topic? Then have students read and complete the corresponding Activity Notes. Review the answers as a class. Repeat these steps as needed for each section.

MLL:

- [Lesson 12: What Do People Need and Want?](#) Many different terms will be identified and discussed in lesson 1. Create an illustrated word wall of the most used terms (such as *needs, wants, choices, food, clothing, shelter*). Include images to give students visual reinforcement of the terms. Add to the wall throughout the lesson.
- Have students ask their family members to describe the environment(s) in their home country and how people meet their needs and wants there. Mark each location on a world map. If possible, have students bring in copies of photos that can be added to the map. Or students could bring in physical items, like coats or hats, that their family members would use to meet their needs in their home country.
- [Lesson 13: How Can I Help Take Care of the World?](#) Prepare a handout with a 3 × 3 grid on a sheet of paper. Each cell of the grid should be large enough for students to write in. Have students create a lesson bingo card with terms from this lesson written randomly in the grid: *garbage, reduce, reuse, recycle, plastic, glass, paper, save, and spend*. Have students write the words by copying them from the board. Then play the game: Give each student a set of game tokens. Ask a volunteer to read the words aloud (oral production) while the others listen and check their game board (listening). When students hear a word on their board, they should cover it with a game token. When a student has covered a row, column, or diagonal of three words, she should say “Bingo!” Then start the game again with a new volunteer who reads the words aloud.

Gifted and Talented:

- [Lesson 12: What Do People Need and Want?](#) Have students create a storybook in which they show how a character of their choosing meets his or her needs.
- Challenge students to find additional images of people meeting their needs of food, clothing, or shelter. They could create a tri-fold poster, with each third of the poster containing a collage of one type of need. Alternatively, they could create "digital posters" by copying and pasting images into presentation slides.
- [Lesson 13: How Can I Help Take Care of the World?](#) Provide a five-column table with headings for the days of the week, Monday through Friday, and three rows labeled Recycle, Reuse, and Reduce. Ask students to keep track of how many times they or members of their families make an effort to decrease the amount of garbage during a one-week period. For example, if someone in the family recycles a can, the student can put a tally mark in the Recycle row for that day. If the family purchases a larger item and saves on packaging waste, the student can place a tally mark in the Reduce row. Ask students to explain to their families what they have learned through the activities in this lesson and to encourage family members to be environmentally responsible. The following week, have students bring in their tables and count their tally marks to identify the frequency with which they participated in these Earth-friendly activities. Students could also create bar graphs reflecting the number of times their family participated in recycling, reusing, and reducing during the week.

504: Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

- [Lesson 12: What Do People Need and Want?](#) Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class and make sure that students understand the main ideas of the section before moving on.
- [Lesson 13: How Can I Help Take Care of the World?](#) Conduct a pre-reading session before students read each section. For each numbered section, ask, What is the title of this section? What do you see in the image? Which subsection corresponds to the image? What do you already know about the heading topic? What do you want to know about this topic? Then have students read and complete the corresponding Activity Notes. Review the answers as a class. Repeat these steps as needed for each section.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>