



Nutley Public Schools

Social Studies (Kindergarten)

Unit #: 1

Welcome to School: Meeting New People, Establishing Rules

Summary and Rationale

This unit focuses on meeting new friends in the classroom as well as establishing rules. Through this unit, students will be exposed to the many new people that they will meet in school. They will begin to learn the importance of social skills and how to properly socialize with each other within the classroom and building. They will also learn the rules of the classroom and the school.

This unit is extremely important to kindergarten students. Many are coming to school for the first time, with no prior experience in a classroom setting. Throughout this unit, students will learn how to meet and make new friends. They will also begin to learn the rules of the classroom, which sets the tone for the remainder of the year. Rules can be created by students or teacher, and posted in the classroom. While learning classroom and school rules, students will also learn about consequences, which occur when a rule is broken. Sharing, taking turns, and other aspects of good classroom behavior are taught.

Recommended Pacing

Approximately 14 days

Standards

NJ Student Learning Standards

<u>CPI</u>	<u>CPI Description</u>
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

C3 Framework Inquiry Arc

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. Explain how essential questions concerning classroom rules and 	<ul style="list-style-type: none"> Use important concepts from civics to create and analyze rules and procedures for the classroom. Explain why it is necessary for classrooms to have rules. Explain what makes a good rule.

<p>procedures are important.</p> <ul style="list-style-type: none"> • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<ul style="list-style-type: none"> • Explain why rules are necessary inside and outside of school.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple resources representing a wide range of views • Possible examples include: <ul style="list-style-type: none"> ○ Children’s Literature ○ Rules from classroom and home 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Role playing (ex.: proper behavior vs. improper behavior) ○ Informative writing

C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.K-2	• Explain why the compelling question is important to the student
D1.2.K-2	• Identify disciplinary ideas associated with a compelling question.
D1.3.K-2	• Identify facts and concepts associated with a supporting question
D1.4.K-2.	• Make connections between supporting questions and compelling questions
D1.5.K-2	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions
D2.Civ.1.K-2.	• Describe roles and responsibilities of people in authority.
D2.Civ.2.K-2.	• Explain how all people, not just official leaders, play important roles in a community.
D2.Civ.3.K-2.	• Explain the need for and purposes of rules in various settings inside and outside of school.
D2.Civ.7.K-2.	• Apply civic virtues when participating in school settings.
D2.Civ.8.K-2.	• Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
D2.Civ.9.K-2.	• Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
D2.Civ.10.K-2.	• Compare their own point of view with others’ perspectives
D2.Civ.11.K-2.	• Explain how people can work together to make decisions in the classroom
D2.Civ.12.K-2.	• Identify and explain how rules function in public (classroom and school) settings.
D2.Civ.14.K-2.	• Describe how people have tried to improve their communities over time.
D2.Geo.1.K-2.	• Construct maps, graphs, and other representations of familiar places.
D4.1.K-2.	• Construct an argument with reasons.
D4.4.K-2.	• Ask and answer questions about arguments
D4.5.K-2.	• Ask and answer questions about explanations.

Common Core Standards

<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • Our classroom has rules. • Our school has rules. • Rules are important because they help us stay safe and learn. • We make new friends in kindergarten • Each person is an individual with unique qualities. • Our classroom is made up of individuals, and we come together to help each other learn. • Students help everyone in the classroom learn when we treat everyone with respect. 	
Essential Questions	
<ul style="list-style-type: none"> • What is a rule? • Why are rules important? • What makes a good rule? • Can rules ever be broken? • Why should we follow rules? • Why do we need rules? • How can we make new friends? • How can we be nice to new friends? • What does it mean to be a part of a classroom community? • How can I make my classroom a better place? 	
Themes	
<ul style="list-style-type: none"> • Citizenship • Civics 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • Do we need rules? • What should happen if you break a rule? • What do you do if you see someone break a rule? • What do good friends do? • How am I the same as others? How am I different? • How can we accept ourselves and others? • How can I show respect for others? • What are the rewards/consequences of making decisions/choices? • How can we share toys, games and other classroom items? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Students help develop rules for the classroom. • Read, discuss, compare children’s literature (for example: Have You Filled a Bucket Today?) 	

- Students discuss ways to be a good friend
- Solve problems in fair ways (ex: “How many computers do we have in our class? We have more people in our class that might want to use them. What should we do?” .. discuss ways to share/take turns
- Role play scenarios where students follow or break classroom rules. Discuss why rules are important.
- “Star Student” or “Person of the Week” to learn about and discuss similarities and differences between students.

Objectives

Students will know or learn:

- We should all follow rules
- We should all be nice to the new friends we make.
- Rules and laws are important.

Students will be able to:

- Identify rules
- Explain why rules are necessary
- Explain why we should follow rules.
- Contribute to the development of classroom rules.
- Identify specific rules in the school.
- Identify a rule and explain why it is important.
- Explain the reasons for consequences when not following the rules.
- Explain socially appropriate classroom behaviors (ex: sharing, taking turns)

Integration

Technology Integration and Use of Data

- BrainPop Jr.
- Rand McNally Digital World Atlas

Writing Integration

- Through interactive or shared writing, help develop a list of classroom rules
- Star Student – write about why the star student is special (Class book/Chart for each student)

Competencies

- Collaboration: all
- Communication: all
- Research: Learning and evaluation, Retention and application
- Problem Solving: all
- Awareness and direction: all

Suggested Resources

District-wide Resources

- Jumbo Atlas (Nystrom)
- My New Friend (National Geographic)
- Remember the Rules (Benchmark)
- Helping Friends (Benchmark)
- I Follow Rules at School (Benchmark)

Other Suggested Resources

- The Sneetches by Dr. Seuss
- Have You Filled Your Bucket Today?
- Know and Follow Rules by C. Meiners
- David Goes to School by D. Shannon
- Never Spit on Your Shoes by D. Cazet
- Howard P. Wigglebottom series, H. Binkow



Nutley Public Schools

Social Studies (Kindergarten)

Unit #: 2 My School Throughout the Seasons: Autumn	
Summary and Rationale	
<p>This unit focuses on changes that occur in our school and community in the fall such as Columbus Day and The First Thanksgiving. Students will learn about fall holidays and traditions. Through these studies, children will learn about different types of people and cultures. Understanding and evaluating change over time is a key feature of historical thinking. It involves discussing why events occur and how they shape our lives today. Historical inquiry requires knowledge of significant events, individuals, groups, and ideas. Developing historical knowledge and connecting it with historical investigations helps students remember the content more because it holds meaning, and also helps them to become better thinkers. Through these studies, children will learn more about meeting new people and cooperation.</p> <p>Students will learn that celebrations honor people in history (ex.: Christopher Columbus), or influential events in our country's history (ex.: The First Thanksgiving). They will also learn the importance of American symbols and what they represent. They will understand that these events, people, and ideas shape how we live our lives today. By studying holidays that are celebrated by different cultures, students will learn skills that revolve around the theme of cooperation, and getting along. They will learn how Christopher Columbus met new people, how the Pilgrims and Indians cooperated with each other and solved conflicts, etc. They will relate these skills to how they interact with each other inside and outside of the classroom.</p>	
Recommended Pacing	
Approximately 14 days.	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
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.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the

	American identity.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning classroom rules and procedures are important. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<ul style="list-style-type: none"> • Use important concepts from civics to create and analyze rules and procedures for the classroom. • Explain why it is necessary for classrooms to have rules. • Explain what makes a good rule. • Explain why rules are necessary inside and outside of school.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple resources representing a wide range of views • Possible examples include: <ul style="list-style-type: none"> ○ Children’s Literature ○ Rules from classroom and home 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. •Possible examples include: <ul style="list-style-type: none"> ○ Role playing (ex.: proper behavior vs. improper behavior) ○ Informative writing
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<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
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D2.Civ.7.K-2.	<ul style="list-style-type: none"> • Apply civic virtues when participating in school settings.
D2.Civ.8.K-2.	<ul style="list-style-type: none"> • Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
D2.Civ.9.K-2.	<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions while responding attentively to others when

	addressing ideas and making decisions as a group.
D2.Civ.10.K-2.	<ul style="list-style-type: none"> • Compare their own point of view with others' perspectives
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D2.Civ.14.K-2.	<ul style="list-style-type: none"> • Describe how people have tried to improve their communities over time.
D2.Geo.1.K-2.	<ul style="list-style-type: none"> • Construct maps, graphs, and other representations of familiar places.
D4.1.K-2.	<ul style="list-style-type: none"> • Construct an argument with reasons.
D4.4.K-2.	<ul style="list-style-type: none"> • Ask and answer questions about arguments
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SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • 	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • We celebrate holidays to remember important events in our country's history. • Things from the past have changed, but some things remain the same (Past v. Present—Pilgrims and Indians v. today) • American holidays have historical significance and are celebrated with different traditions and symbols. 	
Essential Questions	
<ul style="list-style-type: none"> • Why do we celebrate Columbus Day? • How do people celebrate Columbus Day? • Did Christopher Columbus show good character? • Why do we celebrate Veteran's Day? • What is a Veteran? • Why do we celebrate Thanksgiving? • How and why do people celebrate Veteran's Day? • How do people celebrate Thanksgiving? • How do veterans show good character? • Who were the Pilgrims? Who were the Indians? 	
Themes	
<ul style="list-style-type: none"> • Citizenship • Civics 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • How do we celebrate in our country? • Who are historical figures we celebrate in our country? 	

- Why do we have national symbols? What do they represent/mean?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Thematic activities (holiday traditions activities)
- Identification of American figures (Christopher Columbus, Pilgrims, Indians, Veterans)
- Sorting activities (example: picture sort of Pilgrims/Indians)

Objectives

Students will know or learn:

- How we celebrate holidays
- The role of historical figures and symbols
- Celebrated people or events

Students will be able to:

- Describe the meaning of Columbus Day, Veteran’s Day, The First Thanksgiving (Pilgrims/Indians)
- Identify holidays that are celebrated in our country in the fall.

Integration

Technology Integration and Use of Data

- BrainPop Jr.
- Discovery Education
- Scholastic Let’s Find Out website

Writing Integration

- Informational writing
- Cards to Veterans
- Journal writing (ex: I am thankful for....)
- Thematic activities

Competencies

- Collaboration: all
- Communication: all
- Research: Learning and evaluation, Retention and application
- Problem Solving: all
- Awareness and direction: all

Suggested Resources

District-wide Resources

- Jumbo Atlas (Nystrom)
- Weather and Seasons (National Geographic)
- The Four Seasons (National Geographic)
- Rex Loves the Rain (National Geographic)
- Places in My Community (National Geographic)
- Different Kinds of Homes (National Geographic)
- The Seasons (National Geographic)
- Fun With Our Friends (Benchmark)
- Vote! (Benchmark)
- Virtual Economics 4.5 (Council for Economic Education)

Other Suggested Resources

- Who Was Christopher Columbus? By B. Bader
- National Geographic: Brave Like Me by B. Kerley
- What Was the First Thanksgiving? By J. Holub
- The First Thanksgiving by L. Hayward
- Pilgrims’ First Thanksgiving by A. McGovern
- Squanto’s Journey: The Story of the First Thanksgiving by J. Bruchac
- Granddad Bud by S. Ferry
- Pepper’s Purple Heart by H. French Henry

- Veteran's Day by J. Cotton
- Additional thematic books



Nutley Public Schools

Social Studies (Kindergarten)

Unit #: 3

My School Throughout the Seasons: Winter

Summary and Rationale

This unit focuses on changes that occur in our school and community in the winter. Students will learn about winter holidays and how holidays are celebrated around the world. Through these studies, children will learn about different types of people and cultures. Understanding and evaluating change over time is a key feature of historical thinking. It involves discussing why events occur and how they shape our lives today. Historical inquiry requires knowledge of significant events, individuals, groups, and ideas. Developing historical knowledge and connecting it with historical investigations helps students remember the content more because it holds meaning, and also helps them to become better thinkers.

Students will learn that celebrations honor people in history (ex.: Martin Luther King, Jr., Abraham Lincoln, George Washington), or influential events in our country's history, and events that are celebrated by people belonging to other cultures (ex.: Christmas, Hanukkah, Kwanzaa). They will also learn the importance of American symbols and what they represent. They will understand that these events, people, and ideas shape how we live our lives today. By studying holidays that are celebrated by different cultures, students will learn skills that revolve around the theme of cooperation, getting along, and differences between different heritages. They will learn that people celebrate in different ways. They will apply this learning through various activities for different cultural holidays.

Recommended Pacing

Approximately 14 days

Standards

NJ Student Learning Standards

<i>CPI</i>	<i>CPI Description</i>
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6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
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.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
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D2.Geo.1.K-2.	<ul style="list-style-type: none"> Construct maps, graphs, and other representations of familiar places.
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Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> 	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> We celebrate holidays to remember important events in our country's history. Things from the past have changed, but some things remain the same (Past v. Present) American holidays have historical significance and are celebrated with different traditions and symbols. People from different cultures celebrate different holidays. 	
Essential Questions	
<ul style="list-style-type: none"> Why do we celebrate Martin Luther King, Jr. Day? How do we celebrate Martin Luther King, Jr. Day? Why do we celebrate President's Day? How do we celebrate President's Day? What holidays are celebrated around the world? How are different holidays around the world celebrated? 	
Themes	
<ul style="list-style-type: none"> Citizenship Civics 	
Suggested Inquiries:	
<ul style="list-style-type: none"> How do we show good character like Martin Luther King, Jr. and the Presidents? How can we be respectful of other cultures traditions? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> Thematic activities (holiday traditions activities, holidays around the world) Identification of American figures (MLK, Jr., Presidents) Writing (example: an informational booklet about a national symbol, holiday, or American figure) 	
Objectives	

Students will know or learn:

- How we celebrate holidays
- The role of historical figures and symbols
- Celebrated people or events

Students will be able to:

- Describe the meaning of Martin Luther King, Jr. Day, President's Day,
- Identify different holidays that are celebrated by different cultures in our country (Christmas, Hanukkah, Kwanzaa, etc.)
- Identify historical figures

Integration

Technology Integration and Use of Data

- BrainPop Jr.
- Discovery Education
- Scholastic Let's Find Out website

Writing Integration

- Informational writing
- Journal writing

Competencies

- Collaboration: all
- Communication: all
- Research: Learning and evaluation, Retention and application
- Problem Solving: all
- Awareness and direction: all

Suggested Resources

District-wide Resources

- Jumbo Atlas (Nystrom)
- Weather in the City (National Geographic)
- Places in My Community (National Geographic)
- Different Kinds of Homes (National Geographic)
- Holidays Are Great Days! (Benchmark)
- Fun With Our Friends (Benchmark)
- Remembering Dr. King (Benchmark)
- People We Celebrate (Benchmark)
- Virtual Economics 4.5 (Council for Economic Education)

Other Suggested Resources

- My Brother Martin By Christine King Farris
- The Story of Martin Luther King, Jr. by J. Moore
- Martin's Big Words By D. Rappaport
- President's Day by A. Rockwell
- Thematic holiday books



Nutley Public Schools

Social Studies (Kindergarten)

Unit #: 4	
My School Throughout the Seasons: Spring and Summer	
Summary and Rationale	
<p>Understanding and evaluating change over time is a key feature of historical thinking. It involves discussing why events occur and how they shape our lives today. Historical inquiry requires knowledge of significant events, individuals, groups, and ideas. Developing historical knowledge and connecting it with historical investigations helps students remember the content more because it holds meaning, and also helps them to become better thinkers.</p> <p>This unit focuses on holidays and events that are celebrated during the spring and summer. Students will learn that these celebrations honor people in history (ex.: fallen soldiers), or influential events in our country's history (ex.: Independence Day). They will also learn the importance of American symbols, such as our flag, and what they represent. They will understand that these events, people, and ideas shape how we live our lives today.</p>	
Recommended Pacing	
Approximately 14 days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
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.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>

<ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning classroom rules and procedures are important. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<ul style="list-style-type: none"> • Use important concepts from civics to create and analyze rules and procedures for the classroom. • Explain why it is necessary for classrooms to have rules. • Explain what makes a good rule. • Explain why rules are necessary inside and outside of school.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple resources representing a wide range of views • Possible examples include: <ul style="list-style-type: none"> ○ Children’s Literature ○ Rules from classroom and home 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Role playing (ex.: proper behavior vs. improper behavior) ○ Informative writing

C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
D1.1.K-2	<ul style="list-style-type: none"> • Explain why the compelling question is important to the student
D1.2.K-2	<ul style="list-style-type: none"> • Identify disciplinary ideas associated with a compelling question.
D1.3.K-2	<ul style="list-style-type: none"> • Identify facts and concepts associated with a supporting question
D1.4.K-2.	<ul style="list-style-type: none"> • Make connections between supporting questions and compelling questions
D1.5.K-2	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions
D2.Civ.1.K-2.	<ul style="list-style-type: none"> • Describe roles and responsibilities of people in authority.
D2.Civ.2.K-2.	<ul style="list-style-type: none"> • Explain how all people, not just official leaders, play important roles in a community.
D2.Civ.3.K-2.	<ul style="list-style-type: none"> • Explain the need for and purposes of rules in various settings inside and outside of school.
D2.Civ.7.K-2.	<ul style="list-style-type: none"> • Apply civic virtues when participating in school settings.
D2.Civ.8.K-2.	<ul style="list-style-type: none"> • Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
D2.Civ.9.K-2.	<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
D2.Civ.10.K-2.	<ul style="list-style-type: none"> • Compare their own point of view with others’ perspectives
D2.Civ.11.K-2.	<ul style="list-style-type: none"> • Explain how people can work together to make decisions in the classroom
D2.Civ.12.K-2.	<ul style="list-style-type: none"> • Identify and explain how rules function in public (classroom and school) settings.
D2.Civ.14.K-2.	<ul style="list-style-type: none"> • Describe how people have tried to improve their communities over time.
D2.Geo.1.K-2.	<ul style="list-style-type: none"> • Construct maps, graphs, and other representations of familiar places.
D4.1.K-2.	<ul style="list-style-type: none"> • Construct an argument with reasons.
D4.4.K-2.	<ul style="list-style-type: none"> • Ask and answer questions about arguments
D4.5.K-2.	<ul style="list-style-type: none"> • Ask and answer questions about explanations.

Common Core Standards	
<i>CCR</i>	<i>CCR Description</i>
CCR #	CCR text
RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • American holidays have historical significance and are celebrated with different traditions and symbols. • The American Flag, Pledge of Allegiance, and God Bless America are symbols of America. • Memorial Day is when we show respect for the soldiers who died for our country. • Independence Day is when we celebrate our country's birthday 	
Essential Questions	
<ul style="list-style-type: none"> • Why do we celebrate Memorial Day? • How do we celebrate Memorial Day? • How do we show respect for our country on Memorial Day? • Why do we celebrate Flag Day? • How do we celebrate Flag Day? • Why do we celebrate Independence Day? • How do we celebrate Independence Day? 	
Themes	
<ul style="list-style-type: none"> • Citizenship • Civics 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • How do we celebrate in our country? • Who are historical figures in the United States? What did they do for the country? • Why do we have national symbols? • What are the duties of a good citizen? How can we serve our country and communities? • Who is an "American"? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Thematic activities (holiday tradition activities) • Identification of American figures (for example, look at a picture and be able to identify George Washington, Abraham Lincoln, etc.) • Writing (example: an informational booklet about a national symbol, holiday, or American figure) 	
Objectives	
Students will know or learn:	
<ul style="list-style-type: none"> • National holidays • Celebrated people or events 	

- Symbols are pictures that represent ideas.
- How we celebrate holidays
- The role of historical symbols and figures.

Students will be able to:

- Identify the purpose of national holidays and describe the people or events celebrated.
- Identify important American symbols and explain their meaning.
- Identify national flag
- Identify how national holidays are celebrated.
- Describe the meanings of different American holidays (Memorial Day, Independence Day)

Integration

Technology Integration and Use of Data

- BrainPop Jr.
- Scholastic.com
- Socialstudiesforkids.com
- Usflag.org
- Ipledgeallegiance.com

Writing Integration

- Informational writing (for example, write an informational book about a national symbol, famous American figure, or holiday).
- Letters writing (ex: letters to soldiers serving overseas)

Competencies

- Collaboration: all
- Communication: all
- Research: Learning and evaluation, Retention and application
- Problem Solving: all
- Awareness and direction: all

Suggested Resources

District-wide Resources

- Jumbo Atlas (Nystrom)
- Summer is Here (National Geographic)
- Where Can You Shop? (National Geographic)
- Dad's Flowers (National Geographic)
- The Flag (Benchmark)
- People We Celebrate (Benchmark)
- Symbols of the US (Benchmark)
- Being a Responsible Citizen (Benchmark)
- Virtual Economics 4.5/econedlink <https://www.econedlink.org/>

Other Suggested Resources

- Memorial Day by J. S. Cotton
- Memorial Day Surprise by T. Golding
- Independence Day by T. Trueit
- The Fourth of July Story by A. Dagliess
- Additional thematic picture books