

SOCIAL STUDIES KINDERGARTEN

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Unit I Overview	
Content Area:	Social Studies
Unit Title:	Unit 1 – Our Classroom Community
Target Course/Grade Level: Kindergarten	
Unit Summary: A successful classroom community establishes routines and sets expectations early in the year. Students will be challenged throughout the year and in order to see them flourish, teachers must create a safe, comfortable environment conducive to growth and productivity. In this unit, students will recognize what is expected in the classroom. Students will demonstrate an understanding of rules by following most classroom routines.	
Unit Rationale: Students are entering into our classroom community and school communities for the first time. While learning the classroom rules, students will learn how to show respect for our diverse community of learners and celebrate our similarities and differences. By learning how to show kindness towards others, children will also learn how to make lasting friendships throughout their time in kindergarten and beyond.	
Related Content (NJSLs): English Language Arts Standards: <ul style="list-style-type: none"> • Reading Informational Text RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10 • Writing W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K. 6, W.K.7, W.K.8, W.K.9, W.K.10 	
Integration of Technology http://www.state.nj.us/education , content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting	
Learning Targets	
NJSLs: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Content Statement: 1. Citizenship begins with becoming a contributing member of the classroom community.	
CPI #	Cumulative Progress Indicators
6.1	Citizenship begins with becoming a contributing member of the classroom community.

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 class tasks and jobs.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is my role in the classroom? • How do I navigate my school? • What is respect? • How do I show respect towards teachers and peers in my school? • How do I respect differences and similarities? • How do I create and maintain friendships? <p>Unit Learning Targets Students will know...</p> <ul style="list-style-type: none"> • their role in their classroom/school community • how to locate essential places within their school building • how to show respect towards peers and teachers in school • how to respect our differences and similarities • how to create and keep friendships 	
Evidence of Learning	
<p>Suggested Formative Assessments: Individual dry-erase boards Response cards Exit ticket Questioning and Discussion Pair-Share Anecdotal notes Teacher observation</p> <p>Summative Assessments: End of Unit/teacher created assessments; use of rubrics to evaluate work products</p> <p>Benchmark Assessment: Practice responsibility through simple classroom tasks and jobs. See Social Studies Skills Table (Presentational Skills): available at https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>Alternative Assessment: Draw a picture of the school community and explain one's role in it.</p>	
Lesson Plans and Pacing Guide	
Suggested Lesson	Timeframe – 6 weeks
Teacher will read <i>Pete the Cat: Rocking in My School Shoes</i> by Eric Litwin. Children will ask and answer questions about the different parts of the school (i.e.: library, music room, art room, cafeteria, main office, etc.).	2-3 days/Week 1
Children will gather on the carpet and teacher will present a simple scavenger hunt (black and white outlined pictures work	2-3 days/ Week 2

best). Children will go on a scavenger hunt to find the library, music room, cafeteria, and other important places of the school. Children will color the respective picture when they reach each destination.	
Teacher will read <i>No David!</i> by David Shannon to children on the rug. Then, teacher will create a chart with two columns- “No David” and “Yes David.” Children will recall events from the story and sort them into the “Yes” and “No” categories as the teacher writes them.	1-2 days/Week 3
Teacher will read <i>My Mouth is a Volcano</i> by Julia Cook. Then, children will practice raising their hand to speak and tracking the speaker’s voice.	1 day/Week 3
Teacher will read <i>Spaghetti in a Hotdog Bun</i> by Maria Dismondy or <i>Carla’s Sandwich</i> by Debbie Herman. Then, children will draw a picture of what they ate for lunch. Children will label if they can and “touch and tell” as they share with a friend. Teacher will facilitate conversation about similarities/differences amongst them.	2-3 days/Week 4
Teacher will read <i>It’s Okay to Be Different</i> by Todd Parr or <i>We Are All Wonders</i> by RJ Palacio. Teacher will introduce the word <i>unique</i> . Then, children will draw a self-portrait that highlights the part of them that is unique.	2-3 days/Week 5
Teacher will display a large sheet of chart paper as children gather on the rug. Teacher will explain that we’re going to talk about everything we know about being respectful to our <i>friends</i> , to <i>teachers</i> and to our <i>classroom and school</i> . Teacher will write those three headings on the chart paper and children will raise their hand to explain how we can show respect in each of those areas.	1-2 days/Week 6
Children will “sign their name” at the bottom of yesterday’s chart and this will become the “contract” for a respectful school year. This will serve as a promise to respect our friends, teachers and school.	1-3 days/Week 6
Summative Assessment	
Children will play inside and outside of the classroom using puzzles, dramatic play centers, blocks, etc. while remembering the school rules for respecting our friends, teachers and school materials.	Ongoing
<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Teacher created materials • Adjust pacing as necessary <p>Additional Resources:</p> <ul style="list-style-type: none"> • <i>Pete the Cat: Rocking in My School Shoes</i> by Eric Litwin • <i>Is This My Classroom?</i> A Rigby Readers Book • <i>Miss Bindergarten Gets Ready for Kindergarten</i>– Joseph Slate • <i>No David!</i> by David Shannon 	

- *How Do Dinosaurs Go to School?* by Jane Yolen
- *My Mouth is a Volcano!* by Julia Cook
- *Spaghetti in a Hotdog Bun* by Maria Dismundy
- *Carla's Sandwich* by Debbie Herman
- *It's Okay to be Different* by Todd Parr
- *We Are All Wonders* by RJ Palacio

Curriculum Development Resources

[NJSLs Social Studies](#)

[Amistad Commission \(https://www.nj.gov/education/amistad/resources/literacy.pdf\)](https://www.nj.gov/education/amistad/resources/literacy.pdf)

[Caring Makes a Difference k-4 Curriculum](#)

Unit II Overview

Content Area: Social Studies

Unit Title: Unit 2 – My Neighborhood & Community Helpers

Target Course/Grade Level: Kindergarten

Unit Summary: Neighborhoods are small communities and each family is an important part of the neighborhood. Community helpers do the work to keep the community going, similar to family members doing the work to keep the home functioning. There is a variety of jobs in and around our community that people do each day, some are paid while some are not. These “community helpers” are people that we can call on to help us in times of need. Some jobs require special training or abilities; other jobs are learned while performing the tasks.

Unit Rationale: As the students learn about communities, their neighborhood becomes a place where they belong and can make a difference. Learning that the community is diverse is part of building understanding and acceptance of differences. The lessons will introduce some community helpers in whom the learners can put their trust. Introducing maps early allows time to build map-reading skills throughout the year. Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners.

Related Content

English Language Arts Standards:

- Reading Informational Text RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
- Writing W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K. 6, W.K.7, W.K.8, W.K.9, W.K.10

Learning Targets

NJSLS:

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

Content Statements:

1. Everyone is part of a larger neighborhood and community.
2. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
3. Places are jointly characterized by their physical and human properties.
4. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
5. Key historical events, documents, and individuals led to the development of our nation.

CPI #	Cumulative Progress Indicators
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.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.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.B.4	Describe landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood and the community.

Unit Essential Questions

- How am I connected to others in my world?
- What can I do to contribute to my community?
- How do maps, globes, and photographs show different things about a place?

Unit Learning Targets

Students will know ...

- Their role in their family, school, and neighborhood.
- The role of community workers such as firefighters, police officer, postal workers, etc.
- Why people work (e.g., to earn money in order to buy things they want)
- The difference between a map and globe.
- How to identify the difference between land and water on a map/globe. (color)

Evidence of Learning**Formative Assessments:**

Questioning
 Group discussion
 Anecdotal notes
 Teacher observation
 Individual dry-erase boards
 Response cards
 Exit tickets

Summative Assessments:

- End of Unit/teacher created assessments
- Performance task
- Use of rubrics to evaluate work products

Performance Task Example:

Goal: Your goal is to teach classmates about the various jobs in the community.

Role: Kindergarten Student.

Audience: classmates.

Product/Performance: Create a self-portrait of themselves in a chosen occupation. Standard/Criteria for

Success: Your portrait must show appropriate clothing and tools typically used in that profession.

Write/dictate a sentence to explain.

Benchmark Assessment:

Explain the meaning of a community.

See Social Studies Skills Table (Presentational Skills and Spatial Thinking): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Draw a place in one's community.

Lesson Plans and Pacing Guide

Suggested Lesson	Timeframe – 8 weeks
<p>Begin this unit on maps by reading <i>Rosie's Walk</i> by Pat Hutchins.</p> <p>Read <i>Rosie's Walk</i> to the children a few times before using the book as a basis for activities. Do not assume that young children know that the fox is after Rosie, why the fox is chasing Rosie or that foxes eat chickens.</p> <p>Introduce the book by talking about the cover picture. Inside there is a picture of the whole barnyard. It can be copied and enlarged to review all the places that Rosie went during her walk. Introduce vocabulary such as journey, story map, trip, destination, travel as they talk about the story.</p> <p>*Optional extension regarding creating maps is located here: Kindergarten Map Activity</p>	<p>1-5 days/Weeks 1-2</p>
<p>Students will explore their school neighborhood in this lesson. As a group, predict what they might see, hear, and smell on their neighborhood walk.</p> <ul style="list-style-type: none"> • Use their senses to describe all the things they see, hear, and smell on a walk through their school neighborhood • Work cooperatively to create a block map of their school neighborhood <p>Permission Slip Example for walk</p>	<p>1 - 2 days/Week 3</p>
<p>Make a list of items in the neighborhood that are shared by others (parks, libraries, etc.). Write them on an anchor chart or white board. Ask students whom they would trust in their community to help them with certain problems or situations.</p>	<p>1 day/Week 4</p>

<ul style="list-style-type: none"> • Whom would you call if you were home alone, heard a strange noise, and saw a person walking around your house? • Who would you trust to help you if your cat was stuck in a tree? • Whom could you trust to call if you saw smoke in your house? • Create a list of people around the community that can be trusted to help in those situations. (Neighbors could be included in some of the answers.) 	
<p>Use a variety of images compiled from library, nonfiction text or Google Images search, depicting food preparation, harvesting, and food manufacturing.</p> <p>Discuss the jobs being performed. Have students name other people doing work that they noticed as they were coming to school (parents, crossing guards, cafeteria workers, mail carriers)</p>	1 day/Week 4
<p>Have community speakers come and show the equipment that they need when they help people in the community.</p> <p>Take a picture of each helper. After the visitors leave, ask the children to dictate a few facts that they remember about each helper. Mount the pictures and sentences on large paper and staple into a book for the class library.</p> <p>Alternatively, during the annual visit from the fire department, have students ask questions about becoming a firefighter and create a book in the class library recalling the facts about the job of a firefighter.</p>	1 - 5 days/Weeks 5-6
<p>Through class discussion, make a list of jobs that need to be done in the classroom/school common area to make it the best place to learn.</p> <p>Spend time explaining how the classroom jobs are handled.</p>	1 day/Week 7
<p>Performance Assessment</p>	2-3 days/Week 8
<p>Teacher Notes:</p> <p>Additional Resources/ Extensions:</p> <ul style="list-style-type: none"> • Contact your local Jaycee Chapter to find out service projects that they contribute to neighborhoods. More resources for civic groups include Lions Club, Rotary Club, Optimists Club, Civilian Club, etc. Consider joining a community project as a class to demonstrate the power of volunteers. • Bury “treasures” somewhere near/around the school and make a map to help find them. • Use Google Maps and Google Earth to locate significant place of interest <p>Suggested Read Aloud: <i>Hello Ocean</i> - Pam Muñoz Ryan <i>This Land is Your Land</i> - Woody Guthrie The People in your Neighborhood (song) from Sesame Street <i>A Chair For My Mother</i> - Vera Williams</p>	

Community Helpers from A-Z – Bobbie Kalman
Jobs Around My Neighborhood – Rosa Mendoza
Miss Bindergarten Goes on a Field Trip – Joseph Slate
The City Kid and the Suburb Kid - Deb Pilutti
Country Kid, City Kid - Julie Cummins
When I grow up – Tina Louise
Curious George Takes a Job – H.A. Rey

Curriculum Development Resources

[NJSLs Social Studies](#)
[Amistad Commission](#)
[Caring Makes a Difference k-4 Curriculum](#)
[About Pompton Lakes](#)

Integration of Technology

content-related websites ([Google Maps](#), [Google Earth](#)) wireless laptop computers, computer lab, classroom devices, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

[Community Helpers Brain Pop Jr.](#)
[PBS Kids](#)
[Time for Kids](#)
[National Geographic Kids](#)

Unit III Overview

Content Area: Social Studies

Unit Title: Unit 3 – Families & Diversity

Target Course/Grade Level: Kindergarten

Unit Summary: Holidays are days in which we remember events from the past and spend time doing special things with our friends and families. In this unit, students will recognize that individuals and families have unique characteristics. Children will learn about the many different cultures within the classroom and community and how these different cultures celebrate.

Unit Rationale: Kindergarten students will have opportunity to learn from one another. More specifically, children will teach one another about their family’s unique ways of celebrating and spending time together. Students will come to understand that we’re all vastly different people who come from different places, but we share more things in common than we know. Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners.

Related Content (NJSLs):

English Language Arts Standards:

- Reading Informational Text RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
- Writing W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K. 6, W.K.7, W.K.8, W.K.9, W.K.10

Integration of Technology

content-related websites ([Google Maps](#), [Google Earth](#)) wireless laptop computers, computer lab, classroom devices, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Learning Targets

NJSLS:

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

Content Statements:

1. Individuals and families have unique characteristics.
2. There are many different cultures within the classroom and community.

CPI #	Cumulative Progress Indicators
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.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

Unit Essential Questions

- How does my family express culture through our traditions?
- What are some similarities in the traditions my peers and I practice?
- How does our community respect everyone's traditions?

Unit Learning Targets

Students will know...

- their family's cultural identity
- how other cultures celebrate holidays
- people have traditions that are passed down through generations
- people eat, wear, do and practice special things
- we can respect other people's cultural practices by listening and asking questions
- different cultures share celebrations that are alike in some ways

Evidence of Learning**Formative Assessments:**

Questioning
 Group discussion
 Anecdotal notes
 Teacher observation
 Individual dry-erase boards
 Response cards
 Exit tickets

Summative Assessments

End of Unit/teacher created assessments
 Participation in at-home *Family Connection* project

Use of rubrics to evaluate work products

Benchmark Assessment:

Explain the meaning of family.

See Social Studies Skills Table (Presentational Skills): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Draw a picture of one’s family or favorite holiday.

Lesson Plans and Pacing Guide

Suggested Lesson	Timeframe – 5 weeks
<p>Print a variety of pictures of families celebrating holidays together; discuss the photographs and prompt children to discover what is happening in the photos. Introduce the word “culture” as it relates to holidays: special days where we celebrate important things from the past and share special times together. Affix these photos and the word “culture” to the space reserved (see teacher notes).</p>	<p>1-2 days/Week 1</p>
<p>Family connection assignment: Send home directions for creating a display or project to share about the traditions and holidays that your family celebrates. Students are free to make this “their own” by designing a song, poster, picture or any other form of expression. <i>Allow at least one week</i></p>	
<p>As students are working on their family cultural display, the class will learn about different celebrations through the suggested read aloud. After each reading, allow children to turn and talk to think about the most important aspects of the celebration (Ex: for the celebration of Eid- family & friends, three outfits, three days, lamb, treats and candy; for the celebration of Hanukkah- family & friends, menorah, gelt, latkes, 8 nights, candles). Write these words on notecards and display them on the vocabulary word wall. Add more words each day.</p>	<p>4 - 5 days/Weeks 2-3</p>
<p>Allow children to share their displays of culture and holidays one by one. Other children will ask questions and there may be opportunities to add words to your cultural word wall.</p>	<p>2-3 days/Weeks 3-4</p>
<p>Using the word wall, read alouds, cultural projects and everything we have learned, facilitate a conversation about the common themes of these holidays. Highlight the way that we learned about one another’s culture and taught our friends the ways we celebrate. On an anchor chart or white board, list the commonalities between the holidays we learned about. Prompt children to come up with their own definition of culture. Post your new definition on the word wall.</p>	<p>1 day/Week 4</p>
<p>Create a class alphabet book in which every child gets one letter. Using what they learned, children will write/dictate one page about a cultural custom/holiday that the class learned about. (Ex: H is for hats that people wear on new year’s eve; G is for gelt that children get on Hanukkah). Laminate and bind the book together and place it in your library for independent reading time.</p>	<p>2 days/Week 5 Ongoing as a library resource</p>

Teacher Notes:

- Have a space available to children where you can display domain-specific vocabulary words for each celebration (vocabulary words rather than high frequency words).
- Some of the work for this unit will be done at home, so allow enough time for families to complete the at-home task as you begin teaching about culture in class.

Additional Resources/ Extensions:

- Family connection: students will create a project with their family that exemplifies their culture and the ways they celebrate.

Suggested Read Alouds:

Whoever You Are- Mem Fox

The Best Eid Ever- Asma Mobin-Uddin

Bringing in the New Year- Grace Lin

Llama Llama Holiday Drama- Anna Dewdney

My First Kwanzaa- Karen Katz

Hanukkah Bear- Eric Kimmel

The Night of Las Posadas- Tomie DePaola

Divali Rose- Vashanti Rahaman

Grandpa's Face- Greenfield, Eloise

• [PBS Kids](#) • [Time for Kids](#) • [National Geographic Kids](#) • [Mystery Doug: Holidays](#)

Curriculum Development Resources

[NJSLs Social Studies](#)

[Amistad Commission](#)

[Caring Makes a Difference k-4 Curriculum](#)

[Montessori Curriculum Resources for Multicultural Holidays](#)

Holocaust Resources : <https://nj.gov/education/holocaust/resources/>

Unit IV Overview

Content Area: Social Studies

Unit Title: Unit 4 – Fairness & Equality

Target Course/Grade Level: Kindergarten

Unit Summary: This unit approaches the concepts of fairness and equality to begin the conversation about civil rights. Students will learn about important milestones in this movement through picture books and activities designed to explore fairness as seen by a child. Students connect to the pivotal figures in this movement through carefully selected literature which illustrates the struggle of different groups looking for inclusion and acceptance in society in ways that children can identify.

Unit Rationale: To introduce the modern Civil Rights movement to 21st century students, we have to help them identify with the situation of those discriminated against and understand the injustices. This unit is a starting point for further units in the K-4 strand of the NJ SLS for social studies. Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners.

Related Content:**English Language Arts Standards:**

- Reading Informational Text RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10

- Writing W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K. 6, W.K.7, W.K.8, W.K.9, W.K.10

Integration of Technology

<http://www.state.nj.us/education> , content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Learning Targets

NJSLS:

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

Content Statements:

1. American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
2. The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
3. The United States democratic system requires active participation of its citizens.
4. There are many different cultures within the classroom and community.
5. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
6. Key historical events, documents, and individuals led to the development of our nation.
7. Cultures struggle to maintain traditions in a changing society.
8. Prejudice and discrimination can be obstacles to understanding other cultures.

CPI #	Cumulative Progress Indicators
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level
6.1.P.D.4	Learn about and respect other cultures within the classroom and community
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Essential Questions

- What goals did the Civil Rights movement strive for?
- What can I do to impact others in our community?
- What was Martin Luther King Jr.’s impact on the Civil Rights movement?

Unit Learning Targets*Students will ...*

- Illustrate a deepened understanding of rights in our country through participation in activities.
- Illustrate a deepened understanding of “equality”, “kindness” and “respect” through participation in activities.

Evidence of Learning**Formative Assessment:**

Questioning
 Group discussion
 Anecdotal notes
 Teacher observation
 Individual dry-erase boards
 Response cards
 Exit tickets

Summative Assessments:

End of Unit/teacher created assessments
 Performance task

Performance Task Example:

- 1) The student will define in their own words the term “equality”, and support this with examples from daily life; written, drawn or verbal responses.
- 2) Deepen understanding of equality and kindness by empathizing with a character in a story and connecting to the Right to Equality.

Read a text from suggested read alouds (see resources below)

Discuss the story using the Think/Pair/Share strategy. Example questions might include:

- Do you think the main character was treated with kindness?
- Do you think the main character was treated with equality?
- Do you think the main character was treated with respect? Why/why not?
- How did it make him/her feel?
- How would you feel if you were treated that way?

Benchmark Assessment:

Explain the meaning of equality and respect.

See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Create and share a respect project.

Lesson Plans and Pacing Guide**Suggested Lesson****Timeframe – 9 weeks**

For the Intro to the unit, read <i>The Sneetches</i> by Dr. Seuss. Place stopping points into the text to allow for discussion of the concept of fairness and understanding of differences.	1 day/Week 1
Read <i>We the Kids</i> by David Catrow to introduce the Preamble of the U.S. Constitution to the children. This picture book illustrates the preamble in a way that resonates with young children, making the language and meaning behind the words clearer. Speaks about working together, establishing rules to protect all and promoting fair practices.	1 day/Week 1
Discuss, in partnerships or whole group: What is justice? What is fairness? Why are justice and fairness important? Who are some people that have fought for justice and fairness for others? <ol style="list-style-type: none"> 1. Abraham Lincoln 2. Susan B Anthony 3. Martin Luther King Jr. 4. Rosa Parks Book: Read and discuss a story that teaches a lesson about justice and fairness. (see Suggested Read Aloud list)	1 day/Weeks 1-3
Read <i>Do Unto Others</i> by Laurie Keller and stop to discuss the way others are being treated throughout the text. What are ways we can show justice and fairness at our school? Discuss this topic and list (on a T-chart chart) a “Looks like, Sounds like” chart for further discussion.	1 day/Week 4
Sing about justice and fairness Ex: (Sing to the tune of “You Are My Sunshine”) Justice and Fairness, Justice and Fairness, Treat others kindly, respect the rules. Stand up for people who are mistreated, Make a difference in the world. Fair Eggs-periment follow link. This experiment demonstrates how fairness and the kindness of others helps to support others.	1 day/Weeks 4-5
Read <i>The Story of Ruby Bridges</i> by Robert Coles. The true story of a child told in a way that children of the same age can really understand. This book celebrates six year old Ruby, who in 1960, faced angry crowds and empty classrooms as she became the first child to attend an all-white school. Discuss afterward: How do you think Ruby felt when she was surrounded?	1-2 days/Week 6

Read <i>My Brother Martin</i> by Christine King Ferris discuss what MLK Jr. was like as a child. Create a human “treasure hunt” to explore the similarities of traits and interests between M.L.K. Jr. and the students.	1 day/Week 7
Read <i>I Am Helen Keller</i> by Brad Meltzer. Discuss the difficulties that Helen Keller had to overcome. Share with a partner some of the things that you have in common with Helen Keller.	1 day/Week 7
Review definitions of equality, kindness, respect, and responsibility. Discuss the differences in the definitions of these human rights terms. Role play equality- Possible ideas for role-play scenarios include allowing only students with red shirts to play a game or have a snack while other students work. After an unequal scenario has been acted out, discuss with the students how it made them feel. Ask them to come up with a solution based on equality. Role-play their solution. Role-play kindness. Some ideas for role-play scenarios include exclusion from a game or birthday party, teasing someone because he/she is different, and laughing and walking away when someone falls on the playground. After an unkind scenario has been acted out, discuss with the students how it made them feel. Ask them to come up with a solution based on kindness. Role-play their solution.	1- 2 days/Week 8
Performance Assessment	3-4 days/Week 9
Make a kindness sharing time in class on a regular basis. Students communicate their learning continuously throughout the year. Students volunteer to share stories about kindnesses they received, experienced, or gave to others. Classroom time should be set aside each day to reflect on kindness and unity in the classroom and the community.	ongoing
<p>Additional Resources/ Extensions: Discuss the creation of a Unity Book. Students discuss how to create a class book with pictures of each of them actively being kind to others, as well as personal information about each student and their reflections on the idea of kindness. Students discuss how the book will make them feel both unified as a class and important as a unique individual within the class. Students discuss the importance of sharing the book by taking it home one evening to show friends, family or anyone who would be interested in all the unique and interesting people in the class. Note: The Unity Book might be color copied and the copy sent home with students while the original book stays in the classroom.</p> <p>Suggested Read Alouds: <i>Different and Alike</i> - Nancy P. McConnell <i>We March</i> - Shane W. Evans <i>My Brother Martin</i> - Christine King Ferris <i>Black, White, Just Right</i> - Marguerite W. Davol <i>I Am Helen Keller</i> - Brad Meltzer <i>Other Side</i> - Jacqueline Woodson <i>I Walk with Vanessa</i> - Kerascoet <i>Paulie Pastrami Achieves World Peace</i> - James Proimo</p> <p>Curriculum Development Resources</p>	

[NJSLs Social Studies](#)
[Amistad Commission](#)
[Caring Makes a Difference k-4 Curriculum](#)
[Tolerance.org \(teaching civil rights to young children\)](#)

Unit V Overview

Content Area: Social Studies

Unit Title: Unit 5 – America’s Symbols and Celebrations

Target Course/Grade Level: Kindergarten

Unit Summary:

Historical symbols and the ideals and events they represent play a role in understanding and evaluating our history. Students explore the important symbols and celebrations through literacy and informational texts.

Unit Rationale: A basic understanding of American symbols and their origins add to students’ concept of the foundations of our country and being a citizen of the United States. Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners

Related Content

English Language Arts Standards:

- Reading Informational Text RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
- Writing W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K. 6, W.K.7, W.K.8, W.K.9, W.K.10

Integration of Technology

[NJSLs Social Studies](#) ,
[Brain Pop Jr. George Washington](#)
[The First Thanksgiving](#)
[National Geographic Kids Christopher Columbus](#)

content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Learning Targets

NJSLS:

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

Content Statements:

1. The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
2. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

3. The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
4. Individuals and families have unique characteristics.
5. There are many different cultures within the classroom and community.

CPI #	Cumulative Progress Indicators
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.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play)
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
6.1.4.A.10	Describe how actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations

Essential Questions

- What national holidays do we recognize and why do we celebrate them?
- What is the significance of national symbols?
- What holidays and festivals are important to the children in our class?
- Who is our current President?

Unit Learning Targets

Students will ...

- Understand customs celebrated in America.
- Recognize national symbols such as the Statue of Liberty, Bald Eagle, American Flag and Liberty Bell
- Practice and reinforce knowledge of the words of the Pledge of Allegiance daily
- Identify and explain the importance of national holidays (i.e. Columbus Day, Election Day, Thanksgiving, Martin Luther King Jr., Presidents' Day, Earth Day, Flag Day, and Memorial Day. (discuss throughout the year)
- Name and describe U.S. leaders such as Martin Luther King Jr., George Washington, Abraham Lincoln, and the current president. Explain their importance in our country's history and the holidays we celebrate to honor them. (discuss throughout the year)

Evidence of Learning

Formative Assessment:

Questioning
 Group discussion
 Anecdotal notes
 Teacher observation
 Individual dry-erase boards
 Response cards
 Exit tickets

Summative Assessments

End of Unit/teacher created assessments

Performance task

Optional student made/ class made book teaching others about the national symbols

Use of rubrics to evaluate work products

Performance Task Example:

American Pride Quilt

Brainstorm a list of things that you and your family can do to show honor/pride in our country.

Students can use one of these things from this list or tell about another way to show honor/pride in our country. Have each student choose one thing from the list to focus on. Draw a picture illustrating the chosen way to honor the country, write one sentence to describe the picture. Connect the squares and display the finished quilt. The class will discuss the finished product and allow each student to tell about his or her square and read his or her sentence to the class.

Benchmark Assessment:

Recognize national symbols such as the Statue of Liberty, Bald Eagle, American Flag and Liberty Bell.

See Social Studies Skills Table (Presentational Skills): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Draw/find and share a picture representing a national holiday.

Lesson Plans and Pacing Guide

Suggested Lesson	Timeframe – 12 weeks
<p>Ask students if they can define symbol. After discussion, define, and record: a symbol as an item that represents something or someone.</p> <p>Help guide this discussion by naming items such as the bald eagle, the American flag, and the Statue of Liberty. Use images collected online, eliciting details in description to help identify qualities of the symbol.</p> <p>Ask each student to tell a partner one fact they learned and one national symbol that was their favorite.</p> <p>Enrichment: See if these students can come up with more examples of American symbols.</p>	1 day/Week 1
<p>The American flag is a symbol that represents the entire country. It has fifty stars, each representing a state in our country, and thirteen stripes which represent the 13 original colonies that became the first thirteen states.</p> <p>American Flag</p>	1 day/Week 1
<p>Many classrooms recite the Pledge of Allegiance to the flag, which is an oath to respect the country.</p> <p>Read <i>The Pledge of Allegiance</i> by Francis Bellamy or <i>I Pledge Allegiance</i> by Bill Martin Jr. Either text is ideal to move beyond rote</p>	2 days/Week 2

<p>recitation of the pledge and develop understanding of the meaning behind the words.</p> <p>Students will discuss the meaning of the Pledge of Allegiance. After the discussion, students will participate in creating a classroom pledge. The pledge could contain values that the students want to promote in the classroom, as well as promises they want to make to each other and the school.</p>	
<p>Read <i>The Bald Eagle</i> by Norman Pearl (or a similar text focused on the bald eagle)</p> <p>The national bird is the bald eagle, which was chosen because of its strength and beauty and because leaders wrongly believed that the bird was found only in the United States. Still, the bald eagle represents strength and freedom.</p> <p>*Consider an optional extension to learn more about the bird as part of a choice science activity or nonfiction reading.</p>	1 day/Week 3
<p>Explore the book, <i>Her Right Foot</i> by Dave Eggers. Discuss.</p> <p>Statue of Liberty stands in the New York Harbor and was a gift from France in 1886, as a sign of friendship between the countries.</p> <p>Explain that immigrants are people who move to a different country. Many immigrants traveled to the United States by boat and saw the Statue of Liberty welcome them to their new home. Thus, the statue represents international friendship as well as hope and freedom.</p>	1 day/Week 4
<p>Learn the national anthem, The Star-Spangled Banner.</p> <p>Give a very brief background to the story which the anthem retells. Recall the definition of symbol. While an anthem is not a symbol of our country, it does represent our nation and is played before many important events.</p>	3-4 days/Week 4-5
<p>Compare holidays, celebrations and national holidays.</p> <p>Discuss/recall some of the cultural holidays families celebrate. National holidays commemorate specific events and are celebrated throughout the country. Some of the traditions surrounding the holiday might be specific to the location in which the celebration takes place. Compare and contrast to understand the differences.</p>	1-2 days/Week 6
<p>Read <i>President's Day</i> by Anne Rockwell.</p> <p>Use text as a starting off point for a conversation about the holiday itself. (this lesson would also do well being delivered close to the specific holiday)</p>	1 day/Week 7

<p>Read <i>Memorial Day</i> by Jacqueline Cotton. The text explains the development of the holiday and how it is celebrated today, and includes holiday traditions and crafts.</p> <p>Consider a poppy craft or poem to extend the understanding of the symbol of the poppy and Memorial Day.</p>	<p>1 - 2 days/Week 8</p>
<p>Read <i>Flag Day</i> by Sheri Dean. Every year, North Americans fly the American flag on June 14th. Flag Day is a celebration of the adoption of the Stars and Stripes as the official flag. The book helps beginning readers learn about our flag, how we take care of it, and how we honor it as a national symbol.</p> <p>Invite boy scout leader or military personnel to come to the classroom and demonstrate how to fold a flag and explain the importance of why the flag is folded in a certain way.</p> <p>Flag Etiquette</p> <p>Consider a flag craft as a group to illustrate the community effort of the original revolutionary group who came together to create a new nation, symbolized by the stars and stripes.</p>	<p>2 days/Week 9</p>
<p>Read <i>Celebrate Independence Day with Parades, Picnics and Fireworks</i> by Deborah Heiligman.</p> <p>Discuss with students their traditions in celebrating this holiday with family.</p>	<p>1 day/Week 10</p>
<p>Create a class book of US symbols / holidays (July 4th, Veteran's Day, Memorial Day, etc.) that we celebrate. Assign each person one symbol to focus on. Ask the student to draw a picture of their symbol/holiday and write one sentence about why this is an important symbol in the United States.</p>	<p>2-3 days/Week 11</p>
<p>Performance Assessment</p>	<p>2-3 days/Week 12</p>
<p>Teacher Notes:</p> <p>Picture books and read alouds</p> <p><i>If I Ran for President</i> by Catherine Stier (Election Day)</p> <p><i>Grace For President</i> by Kelly DiPucchio (Election Day)</p> <p><i>Duck for President</i> – Doreen Cronin</p> <p><i>A Turkey for Thanksgiving</i> by Eve Bunting (Thanksgiving)</p> <p><i>The Lorax</i> by Dr. Seuss (Earth Day)</p> <p><i>The Wall</i> - Eve Bunting</p> <p><i>Memorial Day Surprise</i> by Theresa Martin Golding</p> <p><i>President Abe Lincoln's Hat</i> by Martha Brenner</p> <p><i>Who Was George Washington?</i> by Roberta Edwards</p> <p><i>Who Was Abraham Lincoln?</i> by Janet Pascal, Nancy Harrison, and John O'Brien</p> <p><i>Who Was Martin Luther King, Jr.?</i> by Bonnie Bader and Elizabeth Wol</p> <p><i>Red, White, and Blue</i> – John Herman</p> <p><i>A Flag of Our Country</i> – Eve Spencer</p> <p><i>F is for Flag</i> – Wendy Lewison</p>	

Pledge of Allegiance – Scholastic
Scholastic Let's Find Out Weekly Reader- Student Magazine and Online Resources

Curriculum Development Resources

[NJSLs Social Studies](#)

[Amistad Commission](#)

[Caring Makes a Difference k-4 Curriculum](#)

Unit VI Overview

Content Area: Social Studies

Unit Title: Unit 6 – Active Citizenship

Target Course/Grade Level: Kindergarten

Unit Summary: Active citizenship involves knowing our roles in our world and acting on them to make a positive change. We will encourage our learners to take action in their community by learning to vote in a democratic society and learning how to make a positive change using a variety of outlets.

Unit Rationale: Kindergarteners are well aware that things can be fair and unfair. Building on this concept of fairness, we will journey into how individuals can partake in the community to identify a problem, collaborate, and come up with a solution. We will begin on a local scale (voting in the classroom) and transition to a community scale (solving problems in our community). Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners

Related Content (NJSLs):

English Language Arts Standards:

- Reading Informational Text RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
- Writing W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K. 6, W.K.7, W.K.8, W.K.9, W.K.10

Integration of Technology

<http://www.state.nj.us/education> , content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Learning Targets

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Content Statements:

1. Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
2. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
3. Are aware of their relationships to people, places, and resources in the local community and beyond.
4. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
5. Develop strategies to reach consensus and resolve conflict.
6. Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
7. There are many different cultures within the classroom and community.

CPI #	Cumulative Progress Indicators
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
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

Unit Essential Questions

- How can an individual take action to help solve community and global issues?
 What is an active citizen?
 How can we collaborate to inform local community leaders of problems and agreed-upon solutions?

Unit Learning Targets

- Express individuality and cultural awareness.
 Communicate with others to develop a solution to a local or global issue.

Evidence of Learning

Formative Assessment:

- Questioning
- Group Discussion
- Anecdotal notes
- Teacher observation
- Individual dry-erase boards
- Response cards
- Exit ticket

Summative Assessments:

- End of Unit/teacher created assessments – Letter activity
- Use of rubrics to evaluate work products

Benchmark Assessment:

Recognize and name school or local laws. See Social Studies Skills Table (Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Work with a partner or group on a community service project.

Lesson Plans (Adjust pacing as necessary)

Suggested Lesson	Timeframe – 10 weeks
The unit will begin with an inquiry-based activity in which children write an answer to the following prompt- “Draw a picture and write about a time that something was unfair.” Explain to children that as active citizens they have the power to change things that are unfair. During your discussion, prompt children to think about the “big picture.”	1 day/Week 1
Read <i>The Empty Pot</i> by Demi. This story addresses bravery and honesty; these are two qualities essential to being an active citizen. Children will turn and talk about what the main character did that was brave. Then, children will discuss a time that they were brave.	1 day/Week 2
If time allows, read the book <i>A is for Activist</i> ; the book is lengthy (going through the whole alphabet). If short on time, take a picture walk and highlight what the characters are doing on each page. At the conclusion of the read aloud, discuss the following: <ul style="list-style-type: none"> • What can citizens do to make their community a safe, fair place? • What is an activist? • What are some ways you can be an active citizen? Build children's excitement for this new unit by telling them that they can all be activists for social issues that they care deeply about.	2-3 days/Week 3
Read <i>Carl the Complainer</i> ; <i>Drum Girl Dream</i> , or <i>Hands Around the Library</i> . After reading, have children brainstorm things that they can make a change to in their community. Record responses on a piece of chart paper/whiteboard. Encourage and discuss realistic changes in your immediate community or school community such as, “Installing a new swing set at the park,” rather than, “Give every kid a sundae with lunch.”	3-4 days/Weeks 4-5
Revisit the previous week’s anchor chart. Discuss the following: <ul style="list-style-type: none"> • Whom can we contact to ask for the changes that we want? (Principal, mayor, town council members...) • How can we tell them what we need? (Letter, e-mail, song, poem...) List these ideas on a whiteboard or anchor chart.	1 day/Week 5
Revisit the anchor charts and discuss an agreed-upon issue that you can communicate to someone in your local government or school. Highlight the idea that we need to provide the recipient of the letter	2-3 days/Weeks 6-7

<p>with 3 reasons for making this change. Teacher will record students' responses. Additionally, highlight the parts of a letter (date, heading, greeting, body, closing, and signature). <i>(Ex: If you are writing to the principal to advocate for longer lunch, you might argue that 1. Children want to have time to make friends at lunch, 2. Children don't have enough time to eat what their parents pack them, 3. Children who buy lunch only have minutes to eat by the time they get to their seat.)</i></p>	
<p>The previous lesson will serve as modeling for an independent activity. Children can choose one of the agreed-upon points for change (see anchor chart) and write a letter/draw a picture to the person who can make that change. Optional: <i>Children can work in groups to share their reasoning, ideas and thoughts. This will make it easier for the teacher to conference with each group.</i> Differentiation: <i>Have different templates for children to use to write their letter (one with just lines for parts of the letter, one with the greeting and closing filled in, and one with sentence starters, too).</i></p>	2-3 days/Weeks 8-9
<p>Children will share their letters with perhaps another class or amongst each other. The class will discuss how they used their voice and what they believed in to be an active citizen! Revisit the first anchor chart from the unit and encourage children to carry out their duty of being an active citizen as they grow up in the community.</p>	1-2 days/Week 10
<p>Teacher Notes: This unit will cohesively tie in with the last unit of Writer's Workshop for kindergarten- writing persuasive stories.</p> <p>Additional Resources/Extensions:</p> <p>Suggested Read Alouds: <i>If Kids Ran the World-</i> Leo & Diane Dillon <i>A is for Activist-</i> Innosanto Nagara <i>The Empty Pot-</i> Demi <i>Carl the Complainer-</i> Michelle Knudson <i>Drum Girl Dream-</i> Margarita Engle <i>Hands Around the Library-</i> Karen Leggett Abouraya</p>	
<p>Curriculum Development Resources NJSLS Social Studies Amistad Commission Caring Makes a Difference k-4 Curriculum DoingGoodTogether.org</p>	

Content Area Unit Name	Social Studies
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)
<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)
6. [Practice and Application](#)

7. [Lesson Delivery](#)

8. [Review and Assessment](#)

- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as

behavioral goals that are listed for the students with recommended strategies unique to each individual.

- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.