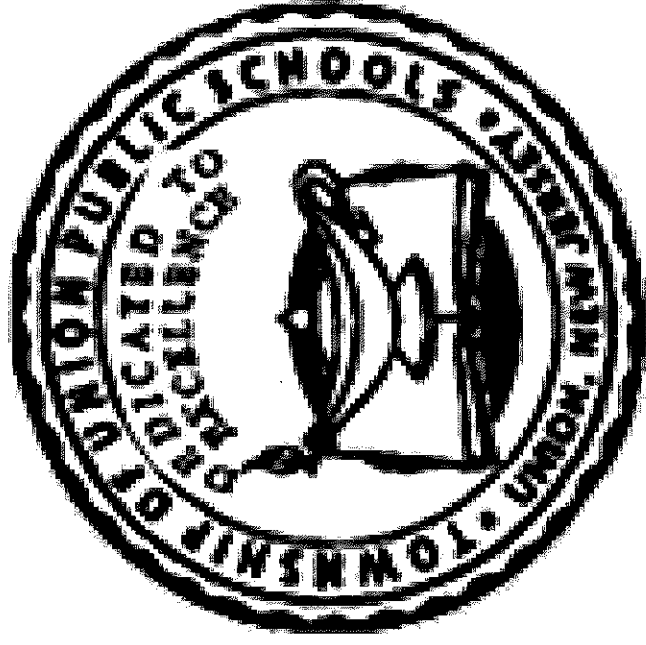


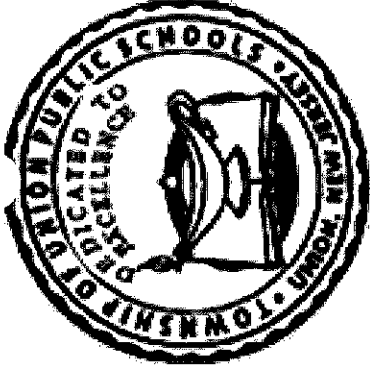
TOWNSHIP OF UNION PUBLIC SCHOOLS



Kindergarten Social Studies

Curriculum Guide

Curriculum Guide Approved: June 2015



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Guy Francis

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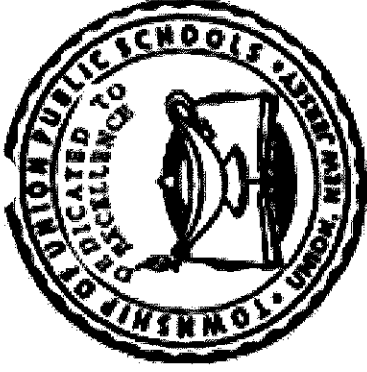
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TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

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Assistant Superintendent.....	Mrs. Annie Moses
Assistant Superintendent	Dr. Noreen Lishak
Director of Student Information/Technology	Ms. Ann M. Hart

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The kindergarten social studies curriculum is based on the New Jersey Social Studies Core Curriculum Content Standards. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their kindergarten social studies experience. Higher-level thinking processes have been incorporated into the objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA 18A:35-28 Holocaust/Genocide Education. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

Recommended Resources

Mc-Graw Hill TimeLinks Social Studies Program

Caring Makes a Difference K-4th Grade Curriculum Guide: Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide (NJSA 18A:35-28 Holocaust/Genocide Education)

Curriculum Units

Unit 1: We Have Families

Unit 2: Where We Live

Unit 3: People Long Ago

Unit 4: Why We Work

Unit 5: Getting Along Together

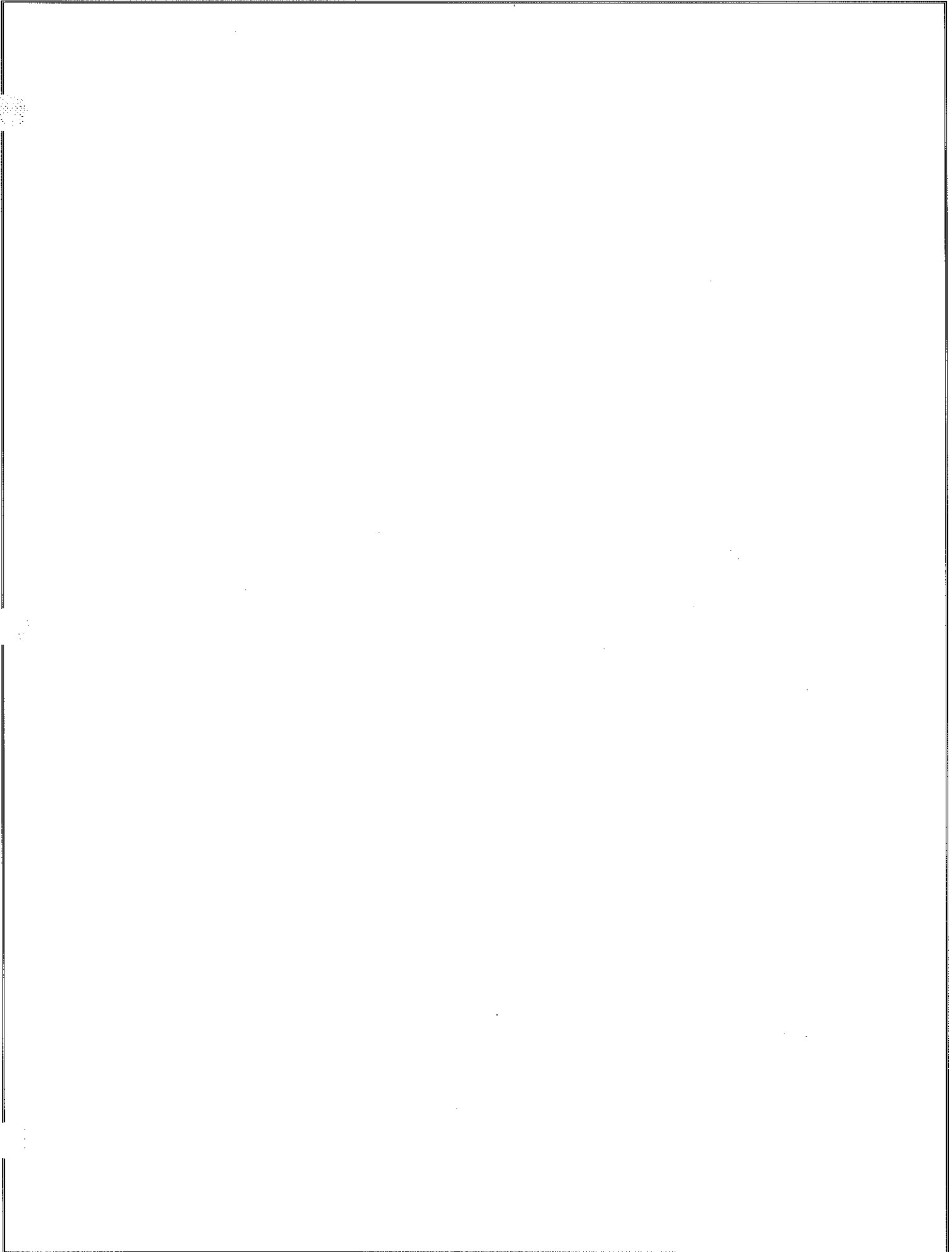
Unit 1: We Have Families

Essential Question: Who Am I?

In each of *Hello World*, children learn about different people, places, and events. In Unit 1, they begin with the people, places, and events that are most important to them as they begin their school year as kindergarteners.

Unit Objective: Understand that families care for each other in many ways. **NJCCCS 6.1**

<u>Lesson Question/Summary</u>	<u>Lesson Objective</u>
<p><u>Lesson 1: How do families care about each other?</u> Children will explore the meaning of being a family member. Children will discuss how members of a family care for one another.</p>	<p><u>Objective:</u> Understand that families care for each other in many ways.</p>
<p><u>Lesson 2: What can families do together?</u> Children learn that families are made up of many different people. They discover that each family has a special way of doing things together.</p>	<p><u>Objective:</u> Understand and appreciate that children and their families have special ways of doing things.</p>
<p><u>Lesson 3: What special days do you celebrate?</u> Children learn about different holidays. They discover that a calendar is a chart of the months, weeks, and days of the year.</p>	<p><u>Objective:</u> Understand that families and friends celebrate.</p>
<p><u>Lesson 4: What do you learn at school?</u> Children explore that many things they learn about school. They discover that school is a safe place where they will make friends and learn about the world.</p>	<p><u>Objective:</u> Recognize that school is a safe place for them to learn, make friends, and have fun.</p>
<p><u>Lesson 5: What rules do you have at your school?</u> Children discover that rules are made to help them get along with one another and to be fair, cooperate, and share.</p>	<p><u>Objective:</u> Learn the importance of following rules, cooperating and sharing.</p>
<p><u>Lesson 6: How is this school like your school?</u> Children will learn that schools exist all over the world. They will see how children around the world also go to school to learn, have fun, and meet friends.</p>	<p><u>Objective:</u> Examine how schools in other countries are similar to schools in the United States.</p>
<p><u>Lesson 7: How are people different and how do those differences make us special?</u> Children will explore lessons focused on how people are different and the understanding that each one of us is unique and special. (NJSA 18A:35-28 Holocaust/Genocide Education)</p>	<p><u>Objective:</u> to understand that each one of us is unique and special.</p>



Unit 2: Where We Live

Essential Question: Who Am I?

In Unit 2, *Where Do We Live?*, children learn about different places, such as homes and school, neighborhood, state, and the Earth. Children discover ways people move from place to place and about the weather and seasons.

Unit Objective: Understand that people live in many kinds of places on Earth. NJCCCS 6.3

<u>Lesson Question/Summary</u>	<u>Lesson Objective</u>
<p>Lesson 1: <u>What kind of home do you live in?</u> Children learn about the different types of homes. They discuss their own homes as they compare them to the ones on the Flipchart page. Children also discover that a home is a shelter.</p>	<p><u>Objective:</u> Understand that homes come in different styles, shapes, and sizes.</p>
<p>Lesson 2: <u>What rooms are in your school?</u> Children learn about different rooms in a school. They discover what children do in each special room.</p>	<p><u>Objective:</u> Understand the different rooms in a school and how they are used.</p>
<p>Lesson 3: <u>How do you move from place to place?</u> Children learn about and compare transportation, or ways of moving from place to place on land, in the air, and on water.</p>	<p><u>Objective:</u> Understand the different ways of moving from place to place.</p>
<p>Lesson 4: <u>What is in your neighborhood?</u> Children learn that a neighborhood is a place where people live, work, and play. They discover that a neighborhood has more than a house.</p>	<p><u>Objective:</u> Recognize that a neighborhood is a place where people live, work, and play.</p>
<p>Lesson 5: <u>What kind of neighborhood do you live in?</u> Children discover that there are different types of neighborhood. Children compare these neighborhoods to their own.</p>	<p><u>Objective:</u> Recognize the differences among types of neighborhoods.</p>
<p>Lesson 6: <u>How is this school like your school?</u> Children learn the name and location of their state. They discover that a state is part of a country and that there are 50 states in the United States.</p>	<p><u>Objective:</u> Recognize the name and location of their state.</p>
<p>Lesson 7: <u>What is the weather like today?</u> Children learn about weather. Children discuss the characteristics of different kinds of weather.</p>	<p><u>Objective:</u> Understand what weather is and the characteristics of different kinds of weather.</p>
<p>Lesson 8: <u>What is your favorite season?</u> Children learn that there are four seasons and discuss the characteristics of each season.</p>	<p><u>Objective:</u> Understand that there are four seasons and identify the characteristics of each season.</p>
<p>Lesson 9: <u>What color is the land? Water?</u> Children learn that the planet we live on is called Earth. They discover that Earth is made of land and water.</p>	<p><u>Objective:</u> Note that we all live on Earth, which is made of land and water.</p>
<p>Lesson 10: <u>What kind of land or water do you live by?</u> Children learn about landforms and bodies of water.</p>	<p><u>Objective:</u> Understand that there are different kinds of land and water.</p>

Unit 3: People Long Ago

Essential Question: What happened long ago?

In Unit 3, *People Long Ago*, children learn about how people lived in the past. Children explore important events and how things have changed over time.

Unit Objective: Understand how people lived in the past and how things have changed over time. **NJCCCS 6.1 6.2**

Lesson Question/Summary	Lesson Objective
Lesson 1: How have you changed? Children learn that things change over time and explore how they have changed.	Objective: Understand that people and things change over time.
Lesson 2: How did families live long ago? Children learn how families live differently today than long ago. Children explore how their lives are different than lives of children long ago.	Objective: Understand that life today is different than it was long ago.
Lesson 3: How did native Americans live long ago? Children learn that Native Americans were the first people to live in America and compare how Native Americans lived long ago with how they live today.	Objective: Understand that Native Americans were the first people living in America and how they live today.
Lesson 4: Why did the Pilgrims come to America? Children learn that the Pilgrims came to America from England long ago in search of freedom.	Objective: Understand that the Pilgrims came to America to find freedom. Understand that freedom is a person's right to make choices.
Lesson 5: Who is called the father of our country? Children learn that George Washington was our first President and why he is called the father of our country.	Objective: Recognize that George Washington was our first President and is called the father of our country.
Lesson 6: What do we celebrate on Thanksgiving Day? Children learn about Thanksgiving Day and Independence Day and discover why we celebrate each one.	Objective: Identify Thanksgiving Day and Independence Day as holidays and understand why and how we celebrate them.
Lesson 7: How do people in South America celebrate freedom? Children learn who Simon Bolivar was and why he is important. Children discover that people in South America also celebrate Independence Day.	Objective: Understand who Simon Bolivar is and what he cared about. Learn that people in other countries also celebrate their freedom.
Lesson 8: Who cares about freedom today? Children learn about people who cared about freedom in the past. Children discover that Abraham Lincoln, Sitting Bull, and Martin Luther King Jr., were important people in our country's history who fought for freedom.	Objective: Understand that Abraham Lincoln, Sitting Bull, and Martin Luther King, Jr., cared about freedom.

Unit 4: Why We Work

Essential Question: What do we need?

In Unit 4, *What Do We Need?*, children learn about what people need and want. Children also learn about money- how people work to get it, how they save it, and the choices they make to spend it.

Unit Objective: Understand that people have needs and wants and must make choices about spending money for what they need and want. **NJCCCS 6.3**

Lesson Question/Summary	Lesson Objective
<u>Lesson 1: What do you need?</u> Children explore different kinds of needs, such as food, clothing, shelter, and love.	<u>Objective:</u> Understand that needs are things people must have to live, including food, clothing, shelter, and love.
<u>Lesson 2: What would you like to have?</u> Children learn about wants, or things we would like to have but don't need in order to live.	<u>Objective:</u> Understand wants are things we would like to have.
<u>Lesson 3: What can you buy with money?</u> Children learn about money and how people use it to buy things they need and want.	<u>Objective:</u> Recognize that people need money to buy the things they need and want.
<u>Lesson 4: Why do people work?</u> Children learn that people work to make money	<u>Objective:</u> Understand that people work to make money to pay for the things they need and want.
<u>Lesson 5: How can you save money?</u> Children learn about saving money. They discover different ways to save money.	<u>Objective:</u> Understand ways to save money and reasons to save it.
<u>Lesson 6: What kind of job would you like to do?</u> Children learn there are different kinds of jobs people do. Children explore what people do in some jobs.	<u>Objective:</u> Identify and describe some different kinds of jobs people do.
<u>Lesson 7: How are these people helping others?</u> Children explore jobs volunteers do to help others. They learn volunteers choose to work for free.	<u>Objective:</u> Understand people called volunteers choose to work for free to help others.

Unit 5: Getting Along Together

Essential Question: Why do we have rules?

In Unit 5, *Why Do We Have Rule?*, Children learn about rules and laws. Children also learn why symbols are important in the United States and India.

Unit Objective: Understand rules and laws help keep us safe. Note symbols that stand for our country. **NJCCCS 6.3**

Lesson Question/Summary	Lesson Objective
Lesson 1: Why should we follow laws? Children learn a law is a rule we must follow in our neighborhood. Children will understand that we have rules to guide us and keep us safe. (NJSA 18A:35-28 Holocaust/Genocide Education)	Objective: Understand laws help keep us safe; to understand that we have rules to guide us and keep us safe.
Lesson 2: What was written long ago? Children learn the country has laws and that the laws are written in a document called the Constitution of the United States.	Objective: Understand the Constitution of the United States contains the laws for our country.
Lesson 3: What are the people in the picture doing? Children learn about different holidays. They discover that a calendar is a chart of the months, weeks, and days of the year.	Objective: Understand that citizens are members of a country. Learn how people from other countries become citizens.
Lesson 4: What class pet would you vote for? Children learn a vote is a choice that gets counted. They discover that people vote to make their choice.	Objective: Understand that people vote to make a choice.
Lesson 5: Who are these leaders? Children learn about government leaders, such as mayor, governor, and President.	Objective: Understand a mayor, governor, and President are leaders of a community, state, and country.
Lesson 6: What are the symbols for your state? Children discover the symbols that stand for the United States and for their state.	Objective: Identify symbols that stand for the United States and the state.

Suggested Social Studies Pacing Guide

September –

- Unit 1 ----We Have Families?
- The Big Idea—Who am I?
 - Rhyme and Chime—People-I am Me!
 - Lesson 4—We Go to School
 - Map and Globe Skills—Use Directions
 - Lesson 5—My Classroom
 - Lesson 6—Schools Are Everywhere Around the World Africa
 - Lesson 7- Each of Us Is Unique and Special

Unit 2----Where do we live?

- The Big Idea—Where do we live?
- Lesson 1—My Home
 - Lesson 2—My School

October –

Unit 1----We Have Families?

- Lesson 1—My Family
- Lesson 2—Many Families

Unit 5----Getting Along Together

- The Big Idea—Why do we have rules?
- Lesson 1—We Follow Laws
- Lesson 2—We the People
- Lesson 3—Citizens

November –

Unit 5----Getting Along Together

- Lesson 4—Class Vote Chart and Graph Skills—Picture Graph
- Lesson 5—Leaders

Unit 1----We Have Families

- Lesson 3—Special Days Chart and Graph Skills—Calendar

Unit 3----People Long Ago

- The Big Idea--What happened long ago?
- Lesson 1—Everything Changes
- Lesson 2--Families Long Ago and Today
- Lesson 3—Our First Families
- Lesson 4—Pilgrims Come to America
- Lesson 6— Days We Celebrate

December–

Unit 2----Where We Live

- Lesson 3—Getting Around
- Map and Globe Skills: Use Models
- Lesson 4— My Neighborhood
- Lesson 5—Many Neighborhoods
- Map and Globe Skills: Use Photos and Maps
- Lesson 6—My State
- Lesson 7—Weather
- Lesson 8—Seasons
- Lesson 9— My World
- Lesson 10—Land and Water
- Map and Globe Skills: Use Globes

Unit 4----Why We Work

- The Big Idea—What do we need?
- Rhyme and Chime—School Bake Sale
- Lesson 1—Our Needs
- Lesson 2—Our Wants

Suggested Social Studies Pacing Guide

January—

- Unit 4—Why We Work
- Lesson 3—Money
 - Lesson 4—We Work
 - Lesson 5—Saving
 - Citizenship—Point of View
 - Lesson 6—Many Jobs
 - Map and Globe Skills: Use a Map Key
 - Lesson 7—Helping Others

- Unit 3—What Happened Long Ago
- Lesson 7—Freedom Around the World —South America
 - Lesson 8—People Make a Difference

February—

- Unit 3—What Happened Long Ago
- Rhyme & Chime: George Washington
 - Lesson 5—Our First President

March—

- Unit 2—Where We Live
- Rhyme & Chime: Catskill Mountains
 - Citizenship: Democracy in Action

April—

- Unit 5—Getting Along Together
- Lesson 6—Our Symbols
 - Lesson 7—Symbols of India Around the World—India

May— Units 2-5 Review

- End of the Year Assessment

June—

- Unit 5—Getting Along Together
- Rhyme & Chime: Flag Day

Cross Curriculum Pacing Guide

<u>Treasures/ Themes</u>	<u>Social Studies Unit/Lessons</u>	<u>Social Studies Activities/Assessment</u>	<u>Unit Assessments</u>
<p><u>September</u></p> <p>Start Smart</p> <p>Fall</p> <p>Johnny Appleseed</p>	<p>Unit 1----We Have Families?</p> <ul style="list-style-type: none"> ➢ The Big Idea—Who am I? SE pg. 1 TE pg. 1 ➢ Rhyme and Chime—People-I am Me! SE pg. 2 TE pg. 2 ➢ Lesson 4—We Go to School SE pg. 6 TE pg. 10 ➢ Map and Globe Skills—Use Directions SE pg. 7 TE pg. 12 ➢ Lesson 5—My Classroom SE pg. 8 TE pg. 14 ➢ Lesson 6—Schools Are Everywhere ➢ Around the World Africa SE pg. 9 TE pg. 16 ➢ Lesson 7- Each of Us Is Unique and Special Caring Makes a Difference K-8 Curriculum Guide <p>Unit 2----Where do we live?</p> <ul style="list-style-type: none"> ➢ The Big Idea—Where do we live? SE pg. 10 TE pg. 19 ➢ Lesson 1—My Home SE pg. 12 TE pg. 22 ➢ Lesson 2—My School SE pg. 13 TE pg. 24 	<p>Unit 1----We Have Families?</p> <ul style="list-style-type: none"> • All About Me Booklet • Read "David Goes to School" • Rules Banner (Idea Factory Book pg 43) • Rules Robot (Student Practice Book pg 11) • How We Go To School (Treasures Science/Social Studies Flip Chart Activity pg 13) • Activities from Caring Makes a Difference K-8 Curriculum Guide <p>Unit 2----Where do we live?</p> <ul style="list-style-type: none"> • I See... (Idea Factory Book pg 18) • My Classroom (Student Practice Book pg 15) 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: Mid-Year Benchmark</p>
<p><u>October</u></p> <p>Unit 1: Family</p> <p>Christopher Columbus</p> <p>Fire Prevention</p> <p>Halloween</p>	<p>Unit 1----We Have Families?</p> <ul style="list-style-type: none"> ➢ Lesson 1—My Family SE pg. 3 TE pg. 4 ➢ Lesson 2—Many Families SE pg. 4 TE pg. 6 <p>Unit 5----Getting Along Together</p> <ul style="list-style-type: none"> ➢ The Big Idea—Why do we have rules? SE pg. 47 TE pg. 93, Caring Makes a Difference K-8 Curriculum Guide ➢ Lesson 1—We Follow Laws SE pg. 49 TE pg. 96 ➢ Lesson 2—We the People SE pg. 50 TE pg. 98 ➢ Lesson 3—Citizens SE pg. 51 TE pg. 100 	<p>Unit 1----We Have Families?</p> <ul style="list-style-type: none"> • My Family Booklet • People in My Family (Treasures Science/Social Studies Flip Chart Activity pg 1 and Paper Doll Pattern) • Interview Friends (Treasures Science/Social Studies Flip Chart Activity pg 3) <p>Unit 5----Getting Along Together</p> <ul style="list-style-type: none"> • Big Idea Project (Idea Factory Book pg 41) • A Good Citizen Worksheet • Activities from Caring Makes a Difference K-8 Curriculum Guide <p>Fire Prevention</p> <ul style="list-style-type: none"> • Smart Suds Worksheet 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: Mid-Year Benchmark</p>

• Is It Safe? Worksheet

November

Unit 2: Friends

Election Day

Thanksgiving

Veteran's Day

- Unit 5----Getting Along Together**
- Lesson 4—Class Vote Chart and Graph Skills—Picture Graph SE pg. 52 TE pg. 102
 - Lesson 5—Leaders SE pg. 53 TE pg. 104
- Unit 1----We Have Families**
- Lesson 3—Special Days Chart and Graph Skills—Calendar SE pg. 5 TE pg. 8
- Unit 3----People Long Ago**
- The Big Idea--What happened long ago? SE pg. 26 TE pg. 51
 - Lesson 1—Everything Changes SE pg. 28 TE pg. 54
 - Lesson 2--Families Long Ago and Today SE pg. 29 TE pg. 56
 - Lesson 3—Our First Families SE pg. 30 TE pg. 58
 - Lesson 4—Pilgrims Come to America SE pg. 31 TE pg. 60
 - Lesson 6— Days We Celebrate SE pg. 33 TE pg. 64

- Unit 5----Getting Along Together**
- My Vote Counts (Student Practice Book pg 49)
 - Take a Vote (Student Practice Book pg 50)
 - Take A Class Vote For Favorite Snack
- Unit 1----We Have Families**
- Create Your own Calendar
- Unit 3----People Long Ago**
- Before and After (Treasures Science/Social Studies Flip Chart Activity pg 5)
 - Time Goes By (Idea Factory Book pg 27)
 - Then and Now? Colonial Times Worksheet
- Thanksgiving**
- "I am very thankful for..." Writing Worksheet
 - Thanksgiving Traditions Worksheet

Formative:
Observations
Informal Questions
Conferencing
Unit Questions in T.E.

Performance Assessment:
Unit Assessment

Summative:
Mid-Year Benchmark

December

Unit 3:

Transportation

Winter

Hanukah

Kwanzaa

Christmas

Unit 2----Where We Live

- Lesson 3—Getting Around SE pg. 14 TE pg. 26
- Map and Globe Skills: Use Models SE pg. 15 TE pg. 28
- Lesson 4— My Neighborhood SE pg. 16 TE pg. 30
- Lesson 5—Many Neighborhoods SE pg. 17 TE pg. 32
- Map and Globe Skills: Use Photos and Maps SE pg. 18 TE pg. 34

➢ Lesson 6—My State SE pg. 19 TE pg. 36

➢ Lesson 7—Weather SE pg. 20 TE pg. 38

➢ Lesson 8—Seasons SE pg. 21 TE pg. 40

➢ Lesson 9— My World SE pg. 22 TE pg. 42

➢ Lesson 10—Land and Water SE pg. 23 TE pg. 44

➢ Map and Globe Skills: Use Globes

SE pg. 24 TE pg. 46

Unit 4----Why We Work

➢ The Big Idea—What do we need?

SE pg. 36 TE pg. 71

➢ Rhyme and Chime—School Bake Sale

SE pg. 37 TE pg. 72

➢ Lesson 1—Our Needs SE pg. 38 TE pg. 74

➢ Lesson 2—Our Wants SE pg. 39 TE pg. 76

Unit 2----Where We Live

- Build a Model Neighborhood (Idea Factory Book pg 20 and 21)
- Make a Map (Student Practice Book pg 20)
- Our Guidebook (Treasures Science/Social Studies Flip Chart Activity pg 31)
- Build a Neighborhood (Treasures Science/Social Studies Flip Chart Activity pg 33)
- Neighborhood Worker Puzzles (Treasures Science/Social Studies Flip Chart Activity pg 35)
- Where We Live (Student Practice Book pg 21)
- Weather Watchers Booklet
- What is the weather? Worksheet
- Weather Wear Sort (Treasures Science/Social Studies Flip Chart Activity pg 37)
- Seasons Survey (Treasures Science/Social Studies Flip Chart Activity pg 41)
- A Tree in all Seasons Worksheet
- Land, Air, Water (Treasures Science/Social Studies Flip Chart Activity pg 17)
- Color the Globe Worksheet
- Earth Is Our Home (Student Practice Book pg 24)
- Vocabulary Review (Student Practice Book pg 27)

Unit 4----Why We Work

- Needs –Wants Stocking
- Wants and Needs Worksheets
 1. Do I Need That?
 2. Big Dreams
 3. Which Is It?

Formative:

Observations
Informal Questions
Conferencing
Unit Questions in T.E.

Performance

Assessment:
Unit Assessment

Summative:

Mid-Year
Benchmark

<p><u>January</u></p> <p>Unit 4: Food</p> <p>New Year</p> <p>Hibernation</p> <p>Martin Luther King Jr.</p>	<p>Unit 4----Why We Work</p> <ul style="list-style-type: none"> ➢ Lesson 3---Money SE pg. 40 TE pg. 78 ➢ Lesson 4---We Work SE pg. 41 TE pg. 80 ➢ Lesson 5---Saving SE pg. 42 TE pg. 82 ➢ Citizenship---Point of View SE pg. 43 TE pg. 84 ➢ Lesson 6---Many Jobs SE pg. 44 TE pg. 86 ➢ Map and Globe Skills: Use a Map Key SE pg. 45 TE pg. 88 ➢ Lesson 7---Helping Others SE pg. 46 TE pg. 90 <p>Unit 3----What Happened Long Ago</p> <ul style="list-style-type: none"> ➢ Lesson 7---Freedom Around the World Around the World---South America SE pg. 34 TE pg. 66 ➢ Lesson 8---People Make a Difference SE pg. 35 TE pg. 68 	<p>New Year</p> <ul style="list-style-type: none"> • Happy New Year! Writing Worksheet <p>Unit 4----Why We Work</p> <ul style="list-style-type: none"> • When I Grow Up (Idea Factory Book pg 34) • I Know Map Keys (Student Practice Book pg 43) • How Can You Help? (Student Practice Book pg 44) • Symbols Mobile (Idea Factory Book pg 44) • Study Symbols (Student Practice Book pg 53) • Where Do They Work? Booklet <p>Unit 3----What Happened Long Ago</p> <p>Martin Luther King Jr. Day</p> <ul style="list-style-type: none"> • Martin Luther King Jr. Booklet <p>Hibernation</p> <ul style="list-style-type: none"> • Animal Homes (Treasures Science/Social Studies Flip Chart Activity pg 29) 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: Mid-Year Benchmark</p>
<p><u>February</u></p> <p>Unit 5: Animals</p> <p>Unit 6: Neighborhood</p> <p>Groundhog's Day</p> <p>President's Day</p> <p>Black History</p>	<p>Unit 3----What Happened Long Ago</p> <ul style="list-style-type: none"> ➢ Rhyme & Chime: George Washington SE pg. 27 TE pg. 52 ➢ Lesson 5---Our First President SE pg. 32 TE pg. 62 	<p>Groundhog's Day</p> <ul style="list-style-type: none"> • Groundhog's Day Weather Report <p>President's Day</p> <ul style="list-style-type: none"> • Presidential Portraits Worksheet • Heroes With Heart Worksheet • Who's Who? Worksheet <p>Black History</p> <p>Unit 3----What Happened Long Ago</p> <ul style="list-style-type: none"> • A Special American (Student Practice Book pg 32) 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: Mid-Year Benchmark</p>

<p><u>March</u></p> <p>Unit 7: Weather</p> <p>Spring</p> <p>St. Patrick's Day</p> <p>Easter</p> <p>Passover</p> <p>Women's History Month</p>	<p>Unit 2----Where We Live</p> <ul style="list-style-type: none"> > Rhyme & Chime: Catskill Mountains SE pg. 11 TE pg. 20 > Citizenship: Democracy in Action SE pg. 25 TE pg. 48 	<p>Unit 2----Where We Live</p> <p>St. Patrick's Day</p> <p>Easter</p> <p>Passover</p> <p>Women's History Month</p> <ul style="list-style-type: none"> • Report on a Great Woman 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: End of -Year Benchmark</p>
<p><u>April</u></p> <p>Unit 8: Plants</p> <p>Earth Day</p> <p>Arbor Day</p>	<p>Unit 5----Getting Along Together</p> <ul style="list-style-type: none"> > Lesson 6—Our Symbols SE pg. 54 TE pg. 106 > Lesson 7—Symbols of India Around the World—India SE pg. 55 TE pg. 108 	<p>Unit 5----Getting Along Together</p> <ul style="list-style-type: none"> • Symbols Mobile (Idea Factory Book pg 44) • Study Symbols (Student Practice Book pg 53) • Vocabulary Review (Student Practice Book pg 54) • Create A World Map (Treasures Science/Social Studies Flip Chart Activity pg 51) <p>Earth Day</p> <ul style="list-style-type: none"> • Make An Earth With Paint • Earth Day Ready To Recycle Worksheet • Taking Care Of The Earth Booklet <p>Arbor Day</p> <ul style="list-style-type: none"> • Save the Trees Posters (Treasures Science/Social Studies Flip Chart Activity pg 43) 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: End of-Year Benchmark</p>

<p><u>May</u></p> <p>Unit 9: Amazing Creatures</p> <p>Cinco de Mayo</p> <p>Mother's Day</p> <p>Memorial Day</p>	<p>Units 2-5 Review > End of the Year Assessment</p>	<p>Cinco de Mayo</p> <p>Mother's Day</p> <p>Memorial Day</p> <ul style="list-style-type: none"> • Memorial Day Worksheets 1. Memorial Day 2. Heroes to Remember 3. Family Fun 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: End of -Year Benchmark</p>
<p><u>June</u></p> <p>Unit 10: I Know A Lot!</p> <p>Flag Day</p> <p>Father's Day</p> <p>Summer</p>	<p>Unit 5---Getting Along Together > Rhyme & Chime: Flag Day SE pg. 48 TE pg. 94</p>	<p>Unit 5---Getting Along Together</p> <ul style="list-style-type: none"> • I Pledge Allegiance To The Flag (Student Practice Book pg 48) • Our First Flag Worksheet • A Riddle For You Worksheet • Make a Flag Worksheet <p>Flag Day</p> <ul style="list-style-type: none"> • Salute to America's Symbols Booklet • Eagle Sees American Symbols Booklet <p>Father's Day</p>	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Performance Assessment: Unit Assessment</p> <p>Summative: End of Year Benchmark</p>

New Jersey Core Curriculum Content Standards
Academic Area

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. (By the end of Grade 4)

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. (By the end of Grade 8)

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. (By the end of grade 4)