

Cedar Grove School District

Cedar Grove, NJ

2016

Social Studies Kindergarten

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mrs. Pam Burke
Mr. Peter Prvulovic
Mr. David Schoner

Kindergarten

Statement of Purpose

The Kindergarten Social Studies program is designed to have students begin a global approach to the study of themselves, their families, and other families around the world. Over the course of the year they will learn how individuals and families grow and change and compare how they are alike and different. Goals in Kindergarten will also focus on teaching students about living, learning and working together based on their school, community, state and country. They will learn stories about the people and events we celebrate on our national holidays and why we celebrate them. Students will learn about our national symbols and how they helped form our national identity.

This curriculum was written in accordance with the

**NEW JERSEY STUDENT LEARNING STANDARDS
FOR Social Studies**

The standards can be viewed at <http://www.state.nj.us/education/cccs/2014/ss/>

and

**NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts**

The standards can be viewed at <http://www.state.nj.us/education/cccs/2016/ela/>



Families

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.K.5. Identify the front cover, back cover, and title page of a book.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words

- c. Read high-frequency and sight words with automaticity.

Fluency

RF.K.4. Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

- b. Read grade level text for purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1.b. Continue a conversation through multiple exchanges.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NJ: 2014 SLS: Social Studies

NJ: Grades K-4

A. Civics, Government, and Human Rights

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.

- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

D. History, Culture, and Perspectives

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.

- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 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.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Enduring Understandings

- The family is the basic unit of society.
- The structure of a family vary according to culture, region, etc.
- Religious and cultural traditions bring families together.
- Family members change as the family dynamics change.

Essential Questions

- Why are families special?
- Who are the people in your family?
- What are the roles of the people in your family?
- What are some things that you enjoy doing with your family?

- Families have wants and needs.

- How do families grow and change?
- What is the difference between wants and needs?

Content

- A. My Family and Me
- B. Families Get Together
- C. Families Change

Skills

- A. 1. Identify his/her role in his/her family.
- B. 1. Identify various traditions family celebrate.
- C. 1. Discuss various changes families undergo, e.g. new baby, a divorce, elderly.

Stage 2: Assessment Evidence

Assessments

Families

Summative: Personal Project

Students will draw a representation of their individual families.

Stage 3: Learning Plan

Learning Activities

- Close Readings
- Art projects
- Sharing family photos
- Discussion
- Individual work
- Group work

Resources

Treasures, Macmillian/McGraw Hill, 2009: Kindergarten, Unit 1

Weekly Reader/Scholastic News



Friends

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

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- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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Reading: Foundational Skills

Fluency

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NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Speaking and Listening

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Language

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- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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NJ: 2014 SLS: Social Studies

NJ: Grades K-4

A. Civics, Government, and Human Rights

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.

- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

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- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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.

- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Enduring Understandings

- A friend is someone you like very much and enjoy being with.
- Friends can have fun together in many ways.
- You can have many different types of friends from all over.

Essential Questions

- What is a friend?
- What do friends like to do together?
- Who can be a friend?
- What do you do when you meet a new friend?

- What do you like best about having a friend?
- Why is it important to have a friend?
- What is a way you and your friend can help in your community?

Content

- A. Learn About Friends
- B. What Is a Friend?
- C. Getting Along

Skills

- A. Identify different types of friends.
- B. Identify what makes a good friend.
- C. Discuss various ways to solve problems.

Stage 2: Assessment Evidence

Assessments

Friends

Summative: Personal Project

Students will draw a picture of friends getting along and doing an activity together.

Stage 3: Learning Plan

Learning Activities

- Close Readings
- Discussion
- Individual work
- Group work
- Art projects
- The students will share their projects.

Resources

Treasures, Macmillan/McGraw Hill, 2009: Kindergarten, Unit 2

Weekly Reader/Scholastic News



Neighborhoods

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Informational Text

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Text Types and Purposes

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- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NJ: 2014 SLS: Social Studies

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A. Civics, Government, and Human Rights

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- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

B. Geography, People, and the Environment

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.

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.

D. History, Culture, and Perspectives

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- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Enduring Understandings

- A neighborhood is an area of a city or town where people live.
- A neighborhood is a community.
- A community is a group of people who live or work together.

Essential Questions

- What is your neighborhood like?
- Who are your neighbors?
- How are your neighbors the same?
- How are your neighbors different?
- What jobs do workers do in your neighborhood?
- How do different workers make it a better place to live?
- Where do you go in your neighborhood, town, or city?

Content

- A. Our Neighborhood
- B. People and Places
- C. Neighborhood Workers

Skills

- A. Identify the characteristics of his/her neighborhood.
- B. Identify different places in his/her neighborhood.
- C. Identify various jobs people do in his/her neighborhood.

Stage 2: Assessment Evidence

Assessments

Neighborhoods

Summative: Personal Project

Students will draw a representation of their community.

Stage 3: Learning Plan

Learning Activities

- Close Readings
- Discussion
- Art projects
- Individual work
- Group work

Resources

Map

Treasures, Macmillian/McGraw Hill, 2009: Kindergarten, Unit 6

Weekly Reader/Scholastic News

Website:

 <http://www.brainpopjr.com>



Special Days

Collaboration

Stage 1: Desired Results

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NJ: Kindergarten

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

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1.b. Continue a conversation through multiple exchanges.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.
- L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NJ: 2014 SLS: Social Studies

NJ: Grades K-4

D. History, Culture, and Perspectives

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.

- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.14 Trace how the American identity evolved over time.
- 6.1.4. 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.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. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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.

- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Enduring Understandings

- Families celebrate special occasions, such as birthdays and holidays.
- Celebrations help people share their culture.
- Each family shows different elements of culture, including language, dress, food and stories.
- Celebrating national holidays is a way to come together as a larger community.
- It is important to respect other cultures in our world.

Essential Questions

- What are holidays?
- Why do we celebrate holidays?
- What are customs and traditions?
- What customs and traditions do you and your family have?
- What types of celebrations do you and your family have?
- What are some holidays we celebrate in school?
- What are your favorite holidays? Why?

Content

- A. Cultural celebrations
- B. Symbols that represent the holiday

Skills

- A.
 1. Identify different groups to which individuals belong.
 2. Discuss customs of families in communities around the world.
 3. Explain how families express their cultures through celebrations, rituals and traditions.
- B.
 1. Identify holidays families celebrate. (e.g. Chinese New Year, Hanukkah, Kwanzaa)
 2. Identify symbols associated with holidays (e.g. special foods, special clothes, etc)

Stage 2: Assessment Evidence

Assessments

Formative: Other Visual Assessments

Class participation and teacher observation

Stage 3: Learning Plan

Learning Activities

- Close Readings
- Class discussion
- Small group instruction
- Art projects
- Hands-on cooking projects
- Re-enactments

Resources

[Miss Bindergarten Celebrates the 100th Day](#), by Joseph Slate
[Celebrating President's Day](#), by Kimberly Jordano and Trish Callella-Jones
[Celebrating Martin Luther King Jr. Day](#), by Joel Kupperstein
[Young George Washington: America's First President](#), by Andrew Woods
[Groundhog Gets a Say](#), by Pamela Curtis Swallow
[Young Abraham Lincoln](#), by Andrew Woods
[Light the Lights: A Story about celebrating Hanukkah and Christmas](#), by Margaret Moorman
[D is For Dragon Dance](#), by Ying Chang Compestine
[Christopher Columbus](#), by Stephen Krensky

Celebrating Catholic Holidays, Honoring America, by Joel Rupperstein

The Cat in the Hat, by Dr. Seuss

Johnny Appleseed, Retold by Steven Kellogg

The Pilgrims' First Thanksgiving, by Ann McGovern

Celebrating Hanukkah by Debbie Martinez

Celebrating Christmas by Kimberly Roark

The Matzah Man: A Passover Story by Naomi Howland

Celebrating Mother's Day by Sandi Hill

Celebrating Father's Day by Donna Marriott

Runaway Dreidel!! by Leslea Newman

VIDEOS:

"The Smithsonian and the Presidency" (This is America Charlie Brown)

"The Wubbulous World of Dr. Seuss" (Jim Henson Home Entertainment)

Weekly Reader/Scholastic News

Website:

 <http://www.brainpopjr.com>



Our Country

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.

Fluency

RF.K.4. Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

- b. Read grade level text for purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NJ: 2014 SLS: Social Studies

NJ: Grades K-4

A. Civics, Government, and Human Rights

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.

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

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.

- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

D. History, Culture, and Perspectives

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.

- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

Enduring Understandings

- Our country, the United States of America, is made up of laws that were created by the people.
- All laws are used to resolve conflicts and promote common good.
- We recognize that citizens are given rights and responsibilities in their communities and at a national level.
- We learn about our country through symbols.

Essential Questions

- What country do we live in?
- What are rules?
- Why do we follow rules?
- What is responsibility?
- What is patriotism?

Content

- A. Safe Practices
- B. The Pledge of Allegiance
- C. Roles and Responsibilities

Skills

- A.
 1. Recite name, address, and telephone number.
 2. Follow safety procedures.
 3. Identify and articulate the purpose and role of authority figures. (e.g. parents, teacher, principal, etc)
- B.
 1. Know the words and meaning of the Pledge of Allegiance.
 2. Identify the rules and etiquette of citizenship. (e.g. stand for the flag, hand over heart)
- C.
 1. Explain why families and classrooms have rules.
 2. Demonstrate positive relationships through play and friendship.
 3. Identify examples of individual honesty and responsibility.
 4. Identify examples of responsibility, patriotism and courage from history.
 5. Demonstrate respect for others, leaders and the environment.

Stage 2: Assessment Evidence

Assessments

Formative: Other Visual Assessments

Class participation and teacher observation

Stage 3: Learning Plan

Learning Activities

- Close Readings
- Class discussions
- Art projects
- Recite "Pledge of Allegiance"
- Visit from fire truck
- Visit from Elks
- Make cards for soldiers over seas

Resources

United States of America's flag

Map

- Weekly Reader/Scholastic News

Video:

- "A Children's Guide To The Pledge of Allegiance"
- "Sing Out for Safety!"
- "To the Rescue!"

Books:

- Miss Mingo and the Fire Drill by Jamie Harper

Website:

-  <http://www.brainpopjr.com>



Our World

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.K.5. Identify the front cover, back cover, and title page of a book.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.

Fluency

RF.K.4. Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

- b. Read grade level text for purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and

sufficient evidence.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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Comprehension and Collaboration

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- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

Conventions of Standard English

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- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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NJ: 2014 SLS: Social Studies

NJ: Grades K-4

A. Civics, Government, and Human Rights

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.

- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

B. Geography, People, and the Environment

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.

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.

D. History, Culture, and Perspectives

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.

- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Enduring Understandings

- A map is a drawing of a place and a globe is a model of the Earth.
- Land and water features can be found on a map and a globe.
- Both show a view from above.
- Identifying places using cardinal directions will help you find your location.
- A map/globe is most helpful if you are interested in going from A to B.

Essential Questions

- What is a map/globe?
- What are the physical features on a map/globe?
- Why is it important to know how to read a map/globe?
- When will you use a map/globe?

Content

- A. Geographic Terms
- B. Purpose of Map and Globe

Skills

- A. 1. Locate objects in classroom using the terms near/far, left/right, behind/in front, and up/down.
- 2. Identify physical features. (e.g. mountain, highway, hill, etc)
- 3. Identify places on a simple map.
- B. 1. Identify a map and a globe.
- 2. Distinguish between land and water.
- 3. Determine a location using terms: near/far, up/down, left/right.
- 4. Identify cardinal directions on a map.

Stage 2: Assessment Evidence

Assessments

FLAT STANLEY

Summative: Personal Project

FLAT STANLEY will be mailed to a friend or relative who lives in another state or country. The information gathered will be used to expand our knowledge of the culture, geography, climate, etc of all the places Stanley visits.

Stage 3: Learning Plan

Learning Activities

- Close Readings
- Complete a map of the school
- Share FLAT STANLEY findings with the class. Mark locations appropriately on a map.
- Art projects
- Discussion
- Individual work

Resources

Maps (of classroom, of school, of world)

Globes

Flat Stanley, by Jeff Brown

Flat Stanley's Worldwide Adventures: The African Safari Discovery by Jeff Brown

Weekly Reader/Scholastic News

Website:

 <http://www.brainpopjr.com>