

Social Studies

Unit	My Community
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council) ● 6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions. ● 6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ● 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. ● 6.3.2 Active Citizenship in the 21st Century
Essential Questions	<ul style="list-style-type: none"> ● Who am I? ● Who are the people in my community? ● What is my role in my school community? ● What do members have to do to ensure the community’s success? ● What do communities need to do to ensure that all members feel safe and have a sense of belonging?
Student Outcomes	<ul style="list-style-type: none"> ● Members of our classroom community have similar and diverse characteristics. ● Successful communities are made up of members who accept, honor and respect each other. ● Classroom, school and community members have roles and responsibilities. (i.e., jobs) ● Members of an effective community follow the community’s rules. ● Observe and identify similar and diverse characteristics within our classroom community. ● Celebrate, accept and honor the uniqueness of community members. ● Identify the roles and responsibilities of our community members (i.e., classroom, school). ● Model the appropriate responsibilities for various roles in our classroom community.

Kindergarten

<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● 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.1A) ● Continue a conversation through multiple exchanges. (SL.K.1B) ● Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2) ● Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)Structure and Function (CCC.MS-LS1.E)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Civic Responsibility (9.1.2.CR) ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● List ways to give back, including making donations, volunteering, and starting a business. (9.1.2.CR.2) ● Make a list of different types of jobs and describe the skills associated with each job. (9.1.2.CAP.1) ● Explain why employers are willing to pay individuals to work. (9.1.2.CAP.2)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Attend to personal health and financial well-being. (CRP3) ● Communicate clearly and effectively and with reason. (CRP4) ● Employ valid and reliable research strategies. (CRP7) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Use technology to enhance productivity. (CRP11)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Ethics & Culture (1145144) ● Identify and compare technology used in different schools, communities, regions, and parts of the world. (8.2.2.EC.1)Analyze how trade-offs can impact the design of a product. (8.2.8.ED.6)

Resources and Technology Integration

- Scholastic Magazine
- Brain Pop Jr.

Assessments

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Unit	Holidays and Traditions
-------------	-------------------------

Unit Duration	8 weeks
----------------------	---------

Unit Goals

NJSLS	<ul style="list-style-type: none"> ● 6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives. ● 6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. ● 6.1.2.HistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. ● 6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. ● 6.3.2 6.3 Active Citizenship in the 21st Century
--------------	---

Essential Questions	<ul style="list-style-type: none"> ● Why do we recognize and celebrate holidays? ● What holidays do we celebrate in the United States? ● Why are American holidays important? ● How did American holidays come about? ● How is our classroom a diverse place? ● Why is it important to understand, appreciate and celebrate differences among people of cultures?
Student Outcomes	<ul style="list-style-type: none"> ● Students will know the similarities and differences between holidays by comparing and contrasting three winter holidays. (Christmas, Hanukkah, Kwanzaa) ● Students will know that families have different traditions and beliefs that are passed to new generations (e.g. but not limited to, Diwali, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Cinco de Mayo or other cultural/family traditions). ● Students will know that they can learn about, celebrate, and appreciate holidays that are different from their own. ● Discuss the similarities and differences between holidays. ● Observe and share different holidays and traditions. ● Celebrate and appreciate all holidays.
Interdisciplinary Standards	<ul style="list-style-type: none"> ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8) ● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)
NJSLS Content Area Practices Social Studies Practices	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Seeking Diverse Perspectives (SSP3) ● Presentation Arguments and Explanations (SSP5)
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● List ways to give back, including making donations, volunteering, and starting a business. (9.1.2.CR.2) ● Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). (9.1.2.FP.3) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (9.4.2.GCA.1)
Career Ready Practices	<ul style="list-style-type: none"> ● Act as a responsible and contributing citizen and employee. (CRP1) ● Communicate clearly and effectively and with reason. (CRP4) ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Demonstrate creativity and innovation. (CRP6) ● Plan education and career paths aligned to personal goals. (CRP10)

Computer Science and Design Thinking	<ul style="list-style-type: none"> ● Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (8.1.2.CS.1) ● Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. (8.1.2.NI.1) ● Describe how the Internet enables individuals to connect with others worldwide. (8.1.2.NI.2) ● Make predictions based on data using charts or graphs. (8.1.2.DA.4)
---	--

Resources and Technology Integration

<ul style="list-style-type: none"> ● Scholastic Magazine ● Brain Pop Jr.
--

Assessments

<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram
--

Unit	Wants and Needs
Unit Duration	8 weeks

Unit Goals

<p>NJSLS</p>	<ul style="list-style-type: none"> ● 6.1.2.EconET.1 Explain the difference between needs and wants. ● 6.1.2.EconET.2 Cite examples of choices people make when resources are scarce. ● 6.1.2.EconGE.2 Explain why people in one country trade goods and services with people in other countries. ● When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What do my family and I need to survive? ● What is the difference between needs and wants? ● What are resources? ● Where does my food come from (production)? ● How do we obtain what we need? ● What is scarcity? ● What are my responsibilities for sharing limited resources? ● How does my community provide for my basic needs and wants? ● How do living things protect themselves from the environment? ● To what extent do materials in the environment play in the construction of shelters?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● The four basic needs (food, clothing, shelter, love). ● Members of a community share a common set of needs. ● A relationship exists between the modes of transportation and the needs of the community. ● Different communities have different modes of transportation determined by the geography/location of the community. ● Identify the needs and wants (health, fitness, safety, wellness, etc.) of the Livingston community members. ● Recognize and list buildings/places of recreation that support the needs and wants of a community (town hall, police/fire station, hospital, houses of worship, library, town pool, park). ● Explain the relationship between the building/places of recreation and the service to the community associated with each building/place of recreation. ● State how the different modes of transportation are used to meet the needs and wants of the Livingston community members.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● With prompting and support, ask and answer questions about key details in a text. (RI.K.1) ● With prompting and support, identify the main topic and retell key details of a text. (RI.K.2) ● With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3) ● With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4) ● With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)

Kindergarten

	<ul style="list-style-type: none"> ● Actively engage in group reading activities with purpose and understanding. (RI.K.10) ● Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2) ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8) ● 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.1A) ● Continue a conversation through multiple exchanges. (SL.K.1B) ● Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Seeking Diverse Perspectives (SSP3) ● Presentation Arguments and Explanations (SSP5) ● Taking Informed Actions (SSP7)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● List ways to give back, including making donations, volunteering, and starting a business. (9.1.2.CR.2) ● Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). (9.1.2.FI.1) ● Explain how emotions influence whether a person spends or saves. (9.1.2.FP.1) ● Differentiate between financial wants and needs. (9.1.2.FP.2) ● Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). (9.1.2.FP.3) ● Describe how valuable items might be damaged or lost and ways to protect them. (9.1.2.RM.1) ● Make a list of different types of jobs and describe the skills associated with each job. (9.1.2.CAP.1) ● Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). (9.4.2.CI.1) ● Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). (9.4.2.CI.2) ● Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). (9.4.2.CT.2) ● Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). (9.4.2.IML.2) ● Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). (9.4.2.IML.4) ● Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). (9.4.2.TL.1)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Attend to personal health and financial well-being. (CRP3) ● Communicate clearly and effectively and with reason. (CRP4) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Use technology to enhance productivity. (CRP11) Plan education and career paths aligned to personal goals. (CRP10)

This pacing guide is subject to timeline modifications.

August 2024

<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (8.1.2.CS.1) ● Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. (8.1.2.NI.1)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● Scholastic Magazine ● Brain Pop Jr. 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	
<p>Unit</p>	<p>Our Community</p>
<p>Unit Duration</p>	<p>8 weeks</p>
<p>Unit Goals</p>	

<p>NJSLS</p>	<ul style="list-style-type: none"> ● 6.1.2.Geo.SV.4 Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought). ● 6.1.2.Geo.HE.4 Investigate the relationship between the physical environment of a place and the economic activities found there. ● 6.1.2.EconNE.2 Describe examples of goods and services that governments provide. (6.1.2.EconNE.2) ● When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is a community? ● What is the name of your community? ● Who makes up your community? ● What places are in your community? ● What is a community helper?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Students will know what a community is and the name of their community. ● Students will know what makes up their community (ex: school, hospital, library, homes, stores, etc.). ● Students will know what a community helper is and examples of community helpers in their community. ● Identify Washington as their community. ● Understand that a community is made up of places to work, places to learn, places to shop, places to live, places to do things together. ● Compare and contrast community helpers and how they help achieve the needs and wants in our community.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● With prompting and support, ask and answer questions about key details in a text. (RI.K.1) ● With prompting and support, identify the main topic and retell key details of a text. (RI.K.2) ● With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4) ● Actively engage in group reading activities with purpose and understanding. (RI.K.10) ● Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2) ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8) ● 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.1A) ● Continue a conversation through multiple exchanges. (SL.K.1B) ● Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)

<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4) ● Presentation Arguments and Explanations (SSP5)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Civic Responsibility (9.1.2.CR) ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● List ways to give back, including making donations, volunteering, and starting a business. (9.1.2.CR.2) ● Make a list of different types of jobs and describe the skills associated with each job. (9.1.2.CAP.1) ● Explain why employers are willing to pay individuals to work. (9.1.2.CAP.2)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Act as a responsible and contributing citizen and employee. (CRP1) ● Apply appropriate academic and technical skills. (CRP2) ● Communicate clearly and effectively and with reason. (CRP4) ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Demonstrate creativity and innovation. (CRP6) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● Scholastic Magazine ● Brain Pop Jr. 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	

Curriculum Modifications

Special Education and 504 Students

General Modifications

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavioral Modifications

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
<p>Gifted & Talented Students (G&T)</p>	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none"> ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities