



Kindergarten

Social Studies Curriculum

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Kindergarten Social Studies Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Social Studies, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District Social Studies Curriculum Grade K Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

The Oradell Public School believes that an education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;

- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

(Taken from NJDOE NJSL Social Studies Vision)

The goal of our Social Studies curriculum is to spark inquiry in our students and foster a classroom culture where students consistently notice, wonder, and ask questions to further their understanding and take ownership of their learning.

**Oradell
Social Studies Curriculum
Kindergarten**

New Jersey Student Learning Standards for Social Studies PACING	
Unit	Schedule
Being a Good Community Member: Rules & Manners	September- October
Communities	November- January
Maps	February- April
America: Our Country	May-June

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

New Jersey Student Learning Standards for Social Studies
UNIT 1 - Being a Good Community Member: Rules & Manners

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Participation and Deliberation	When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Civics, Government, and Human Rights: Participation and Deliberation	When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.	6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
Civics, Government, and Human Rights: Processes and Rules	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	6.1.2.CivicsPR.1: Determine what makes a good rule or law.
Civics, Government, and Human Rights: Participation and Deliberation	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Civics, Government, and Human Rights: Participation and Deliberation	Processes and rules should be fair, consistent, and respectful of the human rights of all people.	6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
Civics, Government, and Human Rights: Civic Mindedness	Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

UNIT 1 - Rules & Manners

Essential Questions

- Why is it important to make everyone's voice heard when making decisions?
- Why do we need rules and people who have authority to keep everyone safe, resolve conflicts and treat people fairly?
- Why is it important for rules to be fair, consistent, and respectful of the human rights of all people?
- How can character traits help individuals become productive members of their community?

Student Learning Objectives

Students will be able to:

- Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- Establish a process through discussion for how individuals can effectively work together to make decisions.
- Determine what makes a good rule or law.
- Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Modifications

English Language Learners

- Feelings chart
- Pantomime actions and words to provide clarification
- Visual vocabulary cards from HMH Kids Discover Teacher's Edition
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Stop often to monitor and check for understanding.

	<ul style="list-style-type: none"> ● Allow handheld translator. ● Consult with ESL teacher
Special Education	<ul style="list-style-type: none"> ● Use preferential seating. ● Visual vocabulary cards from HMH Kids Discover Teacher's Edition ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Model text to word connections. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page (Rule Chart) ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Use of timers ● Frequent check-ins
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating.

- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and reinforce vocabulary with pictures.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide audio books or headphones when available.
- Include visual supports like large or personalized texts for better viewing.
- Offer different seating options.
- Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher observations
 - Role playing
 - Student interactions with peers and adults
- Discussion questions
 - What do the words responsible and cooperate mean to you?
 - Why is it important to learn to be a good member of the community?
 - Name two different groups of people.
 - What happens when people get along?
 - How do rules help us get along?
 - What could you do if there were four people at your table who all needed to cut something and your table had only three scissors?
 - What can you do to help keep your neighborhood clean and safe?
 - Why do communities have laws and rules that people must follow?
 - Name a great citizen and explain why he or she is a great citizen.

Summative:

- Good Citizen Poster- HMH Student Magazine- Kids Discover: [Being a Good Citizen](#) -Activities (page 18)

Core Instructional Materials

- HMH Student Magazine- Kids Discover: *Being a Good Citizen* magazine
- Scholastic Magazine
- “All Kinds of Children” by Norma Simon
- [Rainbow Fish](#) by Marcus Pfister
- [One, Two, Three Rosh Hashanah](#) by Naomi Shulman

Digital Resources

- Newsela Social Studies
- Scholastic Magazine videos
- BrainPop Jr.
- HMH digital component

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Determine what makes a good rule or law by
 - Playing a known game and discussing what worked to make the game successful.
- Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions by
 - Reading- [Rainbow Fish](#) - [Craft](#)
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: [Being a Good Citizen- Getting Along \(pages 4-5\)](#)
 - Discussing what is a rule.
 - Scholastic Magazine: [Rules 2019](#)
 - Scholastic Magazine: [Rules 2017](#)
- Establish a process through discussion for how individuals can effectively work together to make decisions by
 - Involving students in the creation of classroom rules.
 - HMH Student Magazine- Kids Discover: [Being a Good Citizen- Rules at School \(pages 6-7\)](#)
- Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights by
 - Reviewing class rules.
 - HMH Student Magazine- Kids Discover: [Being a Good Citizen- It's the Law! \(pages 14-15\)](#)
- Analyze classroom rules and routines and describe how they are designed to benefit the common good by
 - Using class rules to solve problems.

- HMH Student Magazine- Kids Discover: [Being a Good Citizen- Problems \(pages 8-9\)](#)
 - Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted by
 - [Read aloud "All Kinds of Children" by Norma Simon](#)
 - Holidays
 - **September**
 - Rosh Hashanah- Jewish New Year
 - [One. Two. Three Rosh Hashanah](#) by Naomi Shulman
 - Yom Kippur- very religious holiday, fast and no technology
 - **October**
 - [Columbus Day/Indigenous Peoples' Day](#)- discuss why the holiday is changing
 - Trading beads to make a pattern bracelet

Interdisciplinary Connections

English Language Arts

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- 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.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- 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).
- 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.

Theatre

- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

- 9.4.2.CI.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.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
 - Feelings chart
 - Movement breaks
 - Headphones for lower volume
 - Privacy boards when working independently
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Visit the mindfulness/cool down corner in the classroom for self-soothing activities (Squishy ball, sand timer, fidget popper, etc.)
 - Take a drawing break
 - Look at book
 - Have visual prompt for teacher assistance
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate

similarities and differences, and understand how one's actions influence and are influenced by others

- Connections:
 - Engage in discussions with peers
 - Including others when noticing they are left out (in social play situations when practicing rules)
 - Engaging in discussion around *The Golden Rule* when developing rules and problem solving throughout the unit.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Provide opportunities to have turn and talks
 - Engage in discussions around the importance of discussing problems to work collaboratively to create solutions and develop expectations of how interact and engage with peers
 - Use a problem box to address problems in the classroom
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Developing and following rules in the classroom community
 - Following directions

NJSLS Computer Science Design Thinking

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

New Jersey Commission on Holocaust Education

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

[All Kinds of Children Lesson Plan](#)

New Jersey Student Learning Standards for Social Studies

UNIT 2 - What is a Community?

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Civics and Political Institutions	The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
Civics, Government, and Human Rights: Civics and Political Institutions	The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.6: Explain what government is and its function.
Civics, Government, and Human Rights: Participation and Deliberation	When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
Economics, Innovation, and Technology: Exchange and Markets	Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.1: Explain the difference between needs and wants.
Economics, Innovation, and Technology: Exchange and Markets	Goods and services are produced and exchanged in multiple ways.	6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
Economics, Innovation, and Technology: Exchange and Markets	Governments play an economic role in the lives of individuals and communities.	6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
History, Culture, and	Historical timelines put events in chronological order to	6.1.2.HistoryCC.1: Use multiple sources

Perspectives: Continuity and Change	help people understand the past.	to create a chronological sequence of events that describes how and why your community has changed over time.
History, Culture, and Perspectives: Continuity and Change	Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
Civics, Government, and Human Rights: Civic Mindedness	Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

UNIT 2 - What is a Community?

Essential Questions

- How can the actions of individuals and the government affect decisions made for the common good?
- Why is it important to make everyone's voice heard when making decisions?
- How do individuals make decisions based on needs, wants, and the availability of resources?
- How are goods and services produced and exchanged within a community?
- How can governments play an economic role in the lives of individuals and communities?
- How can putting events in chronological order help understand the events of the past?
- How can character traits help individuals become productive members of their community?

Student Learning Objectives

Students will be able to:

- Explain how all people, not just official leaders, play important roles in a community.
- Explain what government is and its function.
- Through guided class discussions, bring awareness of a local issue to school and/or community members and make

recommendations for change.

- Explain the difference between needs and wants.
- Describe examples of goods and services that governments provide.
- Describe the skills and knowledge required to produce specific goods and services.
- Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Modifications

English Language Learners

- Create a list with pictures and labels to identify ways the people are being good community members.
- Display the list for future references.
- Prompt children to choose a picture of a group they belong to. Help children label their drawings. Supply this frame as children share their experiences: I belong to _____.
- Pantomime actions and words to provide clarification
- Visual vocabulary cards from HMH Kids Discover Teacher's Edition
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Stop often to monitor and check for understanding.
- Allow handheld translator.
- Consult with ESL teacher

Special Education

- Use preferential seating.
- Limit the number of steps in directions.
- Visual vocabulary cards from HMH Kids Discover Teacher's Edition
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and reinforce vocabulary with pictures.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.

	<ul style="list-style-type: none"> ● Model productive and engaging partner talk. ● Model text to word connections. ● Stop often to monitor and check for understanding. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page (Rule Chart) ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk.
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Provide audio books or headphones when available. ● Include visual supports like large or personalized texts for better viewing. ● Offer different seating options. ● Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher observations
 - Role playing
 - Student interactions with peers and adults
- Discussion questions
 - How do people in the community work together to make the community run safely and fairly?
 - Who are the community helpers?
 - Who are our school community helpers?
 - Identify ways the community helps address our needs and wants.
 - Identify some services community helpers provide.
 - What are some tools different community helpers use to help them do their job?
 - How do community helpers solve problems in the neighborhood?
 - Compare and contrast jobs from today and long ago.
 - Why do people choose different jobs?
 - Where are some places neighbors get together? What can they do there?

Summative:

- [Labor Day project](#)- tools of the trade

Alternative:

- Interview family member- HMH Student Magazine- Kids Discover: Jobs- Activities (page 18)
- When I Grow Up- HMH Student Magazine- Kids Discover: Jobs- Activities (page 18)

Core Instructional Materials

- Scholastic Magazine
- HMH Student Magazine- Kids Discover: Jobs
- HMH Student Magazine- Kids Discover: Neighborhoods
- [My First Chinese New Year](#) by Karen Katz
- “Binny’s Diwali” by Thirty Umrigar

Digital Resources

- Newsela Social Studies
- Scholastic Magazine videos
- BrainPop Jr.
- HMH digital component

Supplemental Resources

- [STEAM Integration: Unit 2- Our Community](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Explain how all people, not just official leaders, play important roles in a community by
 - Reading [Blast Off With Mae Jemison!- Scholastic February 2021](#)
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Jobs- Jobs at School & Your Job at School ([pages 2-3, 4-5](#))
- Explain what government is and its function by
 - Answering: Who are the leaders in our school? What is their role and how do they help us?
 - Teacher
 - Assistant Principal
 - Principal
 - Superintendent
- Through guided class discussions, bring awareness of a local issue to school and/or community members and make recommendations for change by
 - Brainstorming improvements to the playground or school.
 - Writing a persuasive letter to the principal or superintendent.
- Explain the difference between needs and wants by
 - Classifying community resources (food, water, toys, hospitals, etc)
- Describe examples of goods and services that governments provide by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Jobs- Community Workers (pages [6-7, 8-9, 10-11](#))
- Describe the skills and knowledge required to produce specific goods and services by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Jobs- Workers Solve Problems ([pages 12-13](#))
 - Discuss banks and why we need them. How do you save your money?

- Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Jobs- Jobs Today and Long Ago ([pages 14-15](#))
 - [Examine Clues from the Past](#)
- Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted by
 - HMH Student Magazine- Kids Discover: Neighborhoods- Neighbors Get Together ([pages 10-11](#))
 - Students will discuss ways to keep items safe in a town and how to protect your valuables in your home. Ex. locking doors, bringing items in the house during high winds. Students will learn about storage facilities in neighborhoods. (revisiting lesson from Open Circle- dangerous and destructive behavior and how to prevent or stop this behavior).
 - Discussing various holidays in November to January
 - **November**
 - [Veterans Day](#)
 - [Thanksgiving](#)
 - **December**
 - Christmas, Hanukkah, Kwanzaa, Diwali (October)- lights
 - Menorah candles, Kinarah candles, Christmas lights
 - Read aloud "[Binny's Diwali](#)" by Thirty Umrigar
 - [New Years](#)
 - [NYE Bird Seed Launchers](#)
 - **January/February**
 - [Martin Luther King Jr. Day](#)
 - Discuss problems that happen in the classroom and during lunch/playtime. What might be a consequence of not playing fair? Role Play
 - Lunar New Year
 - Read [My First Chinese New Year](#) by Karen Katz
 - [Dragon puppet](#)
 - Chinese lantern

Interdisciplinary Connections

English Language Arts

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- 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.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- 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).
- 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.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.2.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.4.2.CI.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.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.

- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
 - Movement breaks
 - Headphones for lower volume
 - Privacy boards when working independently

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Visit the mindfulness/cool down corner in the classroom for self-soothing activities (Squishy ball, sand timer, fidget popper, etc.)
 - Take a drawing break
 - Look at book
 - Have visual prompt for teacher assistance

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Engage in discussions with peers
 - Including others when noticing they are left out of a community

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Provide opportunities to have turn and talks

- Engage in discussions around the importance of discussing problems to work collaboratively to create solutions and develop expectations of how interact and engage with peers
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Developing and following rules in the classroom community
 - Following directions

NJSLS Computer Science Design Thinking

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

The Amistad Commission’s Literacy Component

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

[Blast Off With Mae Jemison!- February 2021 Lesson Plan](#)

New Jersey Student Learning Standards for Social Studies

UNIT 3 - Maps and the Stories they Tell

Disciplinary Concept	Core Idea	Performance Expectations
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Geography, People, and the Environment: Spatial Views of the World	A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
Geography, People, and the Environment: Spatial Views of the World	A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
Geography, People, and the Environment: Human Environment Interaction	Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
History, Culture, and Perspectives: Continuity and Change	Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

UNIT 3 - Maps

Essential Questions

- How is a map a symbolic representation of selected characteristics of a place?
- How can environmental characteristics influence the how and where people live?
- Why is it important to understand the past to make sense of the present?

Student Learning Objectives

Students will be able to:

- Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning

centers in a classroom).

- Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- Make inferences about how past events, individuals, and innovations affect our current lives.

Modifications

English Language Learners	<ul style="list-style-type: none"> ● Pantomime actions and words to provide clarification ● Visual vocabulary cards from HMH Kids Discover Teacher's Edition ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Stop often to monitor and check for understanding. ● Allow handheld translator. ● Consult with ESL teacher
Special Education	<ul style="list-style-type: none"> ● Use preferential seating. ● Limit the number of steps in directions. ● Visual vocabulary cards from HMH Kids Discover Teacher's Edition ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Model text to word connections. ● Stop often to monitor and check for understanding. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page (Rule Chart) ● Use preferential seating.

	<ul style="list-style-type: none"> ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk.
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Provide audio books or headphones when available. ● Include visual supports like large or personalized texts for better viewing. ● Offer different seating options. ● Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher observations
 - Role playing with prepositions

- Student interactions with peers and adults
- Discussion questions
 - When might you need to use a map?
 - What do you already know and want to learn about maps?
 - How do maps help us describe places?
 - Describe where something is using preposition words.
 - What is the purpose of a map?
 - Identify map symbols.
 - Describe the relationships between different places.
 - Compare a picture and a model of the Earth.
 - What is our neighborhood like?
 - What do you think of when you hear the word neighborhood?
 - Compare and contrast a city, suburb and rural neighborhoods.
 - How has your neighborhood changed over time?

Summative:

- Draw a map of the classroom or school.

Alternative:

- Treasure hunt in the classroom- mark and “x” where you found the treasure.
- HMH Student Magazine- Kids Discover: Neighborhoods- Activities (page 18) Build a model of a neighborhood.
- HMH Student Magazine- Kids Discover: Neighborhoods- Activities (page 18) Sign hunt- look for signs around your neighborhood and draw them. Share what they mean.

Core Instructional Materials

- HMH Student Magazine- Kids Discover: Neighborhoods
- HMH Student Magazine- Kids Discover: Maps
- HMH Student Magazine- Kids Discover: Past and Present
- [The Water Princess](#) by Susan Verde
- Scholastic Magazine

Digital Resources

- Newsela Social Studies
- Scholastic Magazine videos

- BrainPop Jr.
- HMH digital component
- Earth Day slideshows
- Oradell town websites

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains) by
 - Reading Scholastic News: [Around the Neighborhood](#)
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Maps- Around the Neighborhood ([pages 8-9](#))
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Maps- Little Red Riding Hood ([pages 10-11](#))
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Maps- Beyond the Neighborhood ([pages 12-13](#))
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Maps- Map of My Country ([pages 14-15](#))
- Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom) by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Maps- Maps ([pages 6-7](#))
 - Suggested to preread preposition words on pages 2- 5
 - Making a map of the classroom.
 - Following a map to go on community walks
 - Police station
 - Bank
 - Library
 - Town Hall
- After community walk, brainstorm various jobs in the community and what skills needed to work in each area.
- After community walk, discuss how there are managers at establishments and people who are paid to work there.
- As students discuss the buildings they observed in the community, engage in a discussion of what other

businesses might be included in a town. What would it take to start a new business?

- Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Maps- My World ([pages 16-17](#))
 - Brainpop Jr.: [Earth](#) (start at time 2:18)
 - Reading and discussing
 - Earth Day Slideshows
 - [Day 1](#)- identify climate change
 - [Day 2](#)- why prevent climate change
 - [Day 3](#)- ways to restore environment
 - Optional: [Day 4](#)- celebrate Earth Day
 - Optional: [Day 5](#)- Climate Change Challenge
- Make inferences about how past events, individuals, and innovations affect our current lives by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Neighborhoods- Getting Around ([pages 6-7](#))
 - HMH Student Magazine- Kids Discover: Neighborhoods- Shopping and Eating ([pages 8-9](#))
 - Reading and discussing (**choose at least 2**)
 - HMH Student Magazine- Kids Discover: Past and Present- Changes Over Time ([pages 4-5](#))
 - HMH Student Magazine- Kids Discover: Past and Present- Food and Water ([pages 6-7](#))
 - HMH Student Magazine- Kids Discover: Past and Present- At home ([pages 8-9](#))
 - HMH Student Magazine- Kids Discover: Past and Present- Fun and Games ([pages 10-11](#))
 - HMH Student Magazine- Kids Discover: Past and Present- Going Places ([pages 12-13](#))
 - HMH Student Magazine- Kids Discover: Past and Present- Schools ([pages 14-15](#))
 - HMH Student Magazine- Kids Discover: Past and Present- In the Community ([pages 16-17](#))
 - HMH Student Magazine- Kids Discover: Neighborhoods- Neighborhoods Now and Then ([pages 16-17](#))
 - [Pictures of Oradell long ago](#)
 - Reading [The Water Princess](#) by Susan Verde
 - Discuss- what would happen if the well dried up due to Climate Change?
 - February holiday- Presidents' Day
 - What kind of house did Abraham Lincoln live in? What house would he live in now? Why? [Project](#) or Scholastic [Young Abe Lincoln](#)
 - George Washington- Scholastic [Young George Washington](#)

- Holidays
 - **March-** St. Patrick's Day
 - Find treasure using around the room using a map

Interdisciplinary Connections

English Language Arts

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- 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.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- 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).
- 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.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
 - Feelings chart
 - Movement breaks
 - Headphones for lower volume
 - Privacy boards when working independently

- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Visit the mindfulness/cool down corner in the classroom for self-soothing activities (Squishy ball, sand timer, fidget popper, etc.)
 - Take a drawing break
 - Look at book
 - Have visual prompt for teacher assistance

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Engage in discussions with peers

- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Provide opportunities to have turn and talks

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:
 - Asking for a material if they are missing something

Diversity Mandate Read-aloud Lesson Plans

February/March: *The Other Side* by Jacqueline Woodson

NJSLS Computer Science Design Thinking

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

New Jersey Student Learning Standards for Social Studies

UNIT 4 - America: Our Country

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Democratic Principles	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
Civics, Government, and Human Rights: Democratic Principles	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
History, Culture, and Perspectives: Understanding Perspectives	Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	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.

Born on: OPS Board Approval August 2022

Annual Revision: OPS BOE Approval September 2023

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UNIT 4 - America: Our Country

Essential Questions

- How do the democratic principles this country was founded upon guide the actions of local, state and national government?
- Why is it important to respect and understand the views of others? How can this help one learn about various perspectives, thoughts, and cultures?

Student Learning Objectives

Students will be able to:

- Explain how national symbols reflect on American values and principles.
- Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

Modifications

English Language Learners	<ul style="list-style-type: none"> ● Create a list with pictures and labels to identify ways the people are being good community members. ● Display the list for future references. ● Prompt children to choose a picture of a group they belong to. Help children label their drawings. Supply this frame as children share their experiences: I belong to _____. ● Pantomime actions and words to provide clarification ● Visual vocabulary cards from HMH Kids Discover Teacher’s Edition ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Stop often to monitor and check for understanding. ● Allow handheld translator.
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	<ul style="list-style-type: none"> ● Consult with ESL teacher
Special Education	<ul style="list-style-type: none"> ● Use preferential seating. ● Limit the number of steps in directions. ● Visual vocabulary cards from HMH Kids Discover Teacher's Edition ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Model text to word connections. ● Stop often to monitor and check for understanding. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page (Rule Chart) ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk.
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

- Provide direct instruction and reinforce vocabulary with pictures.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide audio books or headphones when available.
- Include visual supports like large or personalized texts for better viewing.
- Offer different seating options.
- Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher observations
 - Role playing with prepositions
 - Student interactions with peers and adults
- Discussion questions
 - What important people and events do we celebrate throughout the year?
 - What events do you celebrate with your family?
 - Why do you think it is important to remember the past?
 - Identify historical figures that we celebrate. Why do we celebrate them?
 - Identify national symbols and monuments. What do they represent?

Summative:

- Family Symbols: Create a family flag that represents your family. What do the shapes and colors represent?

Alternative:

- HMH Student Magazine- Kids Discover: Flags and Other Symbols- Activities (page 18) Honor a Hero
- HMH Student Magazine- Kids Discover: Flags and Other Symbols- Activities (page 18) My favorite holiday

Core Instructional Materials

- HMH Student Magazine- Kids Discover: Flags and Other Symbols

- HMH Student Magazine- Kids Discover: History: A Celebration
- Scholastic Magazine
- All Different Now: Juneteenth, the First Day of Freedom (Literally Cultured Read Aloud)

Digital Resources

- Newsela Social Studies
- Scholastic Magazine videos
- BrainPop Jr.
- HMH digital component
- [Statue of Liberty](#) website
- Children's Day [video](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Explain how national symbols reflect on American values and principles by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Flags and Other Symbols- The Flag We Wave ([pages 2-3](#))
 - Reading-[The American Flag](#) Scholastic May/June 2021
 - What does our flag look like and why is it important?
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Flags and Other Symbols- Our National Anthem ([pages 4-5](#))
 - Our National Anthem: [The Star Spangled Banner](#)
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Flags and Other Symbols- Bald Eagle (pages 8-9)
 - [Big, Beautiful Bird](#)- Scholastic Magazine May/June 2022
 - Optional: Discussing how each state has symbols too.
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Flags and Other Symbols- State Symbols and Flags
 - Reading [American Symbols](#)- Scholastic Magazine February 2018
- Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity by
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Flags and Other Symbols- The Liberty Bell ([pages 6-7](#))
 - Reading and discussing

- HMH Student Magazine- Kids Discover: Flags and Other Symbols- Mount Rushmore ([pages 10-11](#))
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Flags and Other Symbols- Statue of Liberty ([pages 12-13](#))
 - [Statue of Liberty](#) website
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: Flags and Other Symbols- Our Capital City ([pages 14-15](#))
 - Reading and discussing
 - HMH Student Magazine- Kids Discover: History: A Celebration- A Year of Holidays ([pages 10-11](#))
 - [Discussing Children's Day- Japanese Holiday on May 5th Video](#)
 - **Holidays**
 - **May**
 - Memorial Day
 - **June**
 - Flag Day- directed drawing of the flag
 - [Independence Day](#)
 - [Juneteenth](#)
- Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture by
 - Discussing Cinco de Mayo and playing [La Pelota \(the Ball\)](#)- a game played in Mexico

Interdisciplinary Connections

English Language Arts

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- 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.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- 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).

- 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.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.Cl.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.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
 - Feelings chart
 - Movement breaks
 - Headphones for lower volume
 - Privacy boards when working independently
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Visit the mindfulness/cool down corner in the classroom for self-soothing activities (Squishy ball, sand timer, fidget popper, etc.)
 - Take a drawing break

- Look at book
 - Have visual prompt for teacher assistance
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Engage in discussions with peers
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Provide opportunities to have turn and talks
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Developing and following rules in the classroom community
 - Following directions

Diversity Mandate Read-aloud Lesson Plans

April: *Festival of Colors* by Kabir Sehgal & Surishtha Sehgal

NJSLS Computer Science Design Thinking

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Asian American and Pacific Islander

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Lesson Plan for [Children’s Day](#)- Japanese Holiday