

# **Somers Point School District**



## **Curriculum**

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**Social Studies  
Grade Kindergarten  
August 2012**

**Board Approved: September 2012**

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# **SOMERS POINT SCHOOL DISTRICT**

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## Acknowledgments

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# Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

## **Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

## **Our Beliefs**

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

## **Our Vision**

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

# **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

## **Philosophy**

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities. Our 21<sup>st</sup> Century learners will utilize technology to gather information from online resources and collaborative relationships to build a conceptual understanding of our global society.

## **Educational Goals & Beliefs**

- All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.
- Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.
- The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.
- Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.
- Students are citizens of a connected, digital society. Therefore they will utilize technology as a tool to solve problems and build relationships.

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## New Jersey State Department of Education Core Curriculum Content Standards

### **A note about Social Studies Standards and Cumulative Progress Indicators.**

#### **Social Studies Education in the 21st Century**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

*Mission: Social studies education provides learners with the knowledge skills and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

More information about The NJ Core Curriculum Content Standards in Social Studies can be found here: <http://www.state.nj.us/education/cccs/standards/6/index.html>

## Kindergarten Social Studies Scope and Sequence

Quarter I		
Timeline	Big Idea <i>Topic</i>	Standards
3 Weeks	Classroom Rules, Routines, Procedures	6.3.4.A.1 Evaluate what makes a good rule or law. 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.
3 Weeks	All About Me	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. 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
3 Weeks	Fall: Holidays and Traditions	6.1.4.A.7 Explain how the United States functions as a <a href="#">representative democracy</a> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. 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.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Quarter II		
Timeline	Big Idea <i>Topic</i>	Standards
3 weeks	November: Holidays/Native Americans	<p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.4.D.2 Summarize the reasons why various groups, voluntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>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.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>
3 weeks	Winter: Holidays and Traditions / Dr. Martin Luther King Jr.	<p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of the other cultures in an interconnected world.</p>
3 weeks	Globes/Maps/Travel	<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p>

<b>Quarter III</b>		
<b>Timeline</b>	<b>Big Idea Topic</b>	<b>Standards</b>
3 weeks	February Holidays and Traditions	6.1.4.D.6 Describe the civil leadership qualities and historical contributions of George Washington, Thomas Jefferson, Benjamin Franklin toward the development of the United States Government. 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievements and inventions in many cultures during different historical periods
3 weeks	Community Helpers	6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
3 weeks	Spring Holidays and Traditions	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
<b>Quarter IV</b>		
<b>Timeline</b>	<b>Big Idea Topic</b>	<b>Standards</b>
3 weeks	May/June: Holidays and Traditions	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
3 weeks	New Jersey Coastal Communities	6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
3 weeks	Friendship	6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

<p><b>Suggested days of Instruction -</b> Q1 Weeks 1-3</p>	<p><b>Big Idea:</b> Rules and laws are developed to protect people’s rights and the security and welfare of society</p>	<p><b>Topic:</b> Classroom rules, routines and procedures</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understanding</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.3.4.A.1 Evaluate what makes a good rule or law. 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.</p>	<p><b>Essential Questions:</b> Why is there a need for rules in a classroom? What are some important classroom rules? What does it mean to show respect and cooperation?</p> <p><b>Enduring Understandings:</b> Classroom citizens follow rules and procedures to build a cooperative environment.  Classroom citizens take care of classroom materials and resources.  Rules and laws are developed to protect people’s rights, security and welfare of society  Citizens can influence government in many ways if they choose to participate.</p>	<p><b>Learning Activities:</b> Create a list of rules with class. Post rules in clear view. . Read stories focusing on cooperative behavior, following rules and showing respect for others.  Skype with other kindergarten classes to share their classroom rules.  Explain, demonstrate and practice classroom routines and procedures.</p> <p><b>Materials:</b> Poster, Literature: Rainbow Fish, Marley Goes to School, The Kissing Hand, Chicka Chicka Boom Boom , Computer and Skype resources</p> <p><b>Assessment Models:</b> Student responses. Adherence to established rules. Drawings/writing depicting class rules.</p> <p><b>Supplemental Resources:</b> Incentive charts and picture prompts.</p>

<p><b>Suggested days of Instruction -</b> Q1 Week 3-6</p>	<p><b>Big Idea:</b> In an interconnected world, it important to learn about diverse cultures</p>	<p><b>Topic: All About Me</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understanding</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>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.</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>	<p><b>Essential Questions:</b> What are some interests of individual students? What are some similarities and differences among classmates' interests? How do one's interests and abilities affect chosen activities?</p> <p><b>Enduring Understandings:</b> Individuals and families have unique characteristics.</p> <p>There are many different cultures within the classroom and community</p>	<p><b>Learning Activities:</b> Discuss individual interests and focus attention on similarities and differences among students. Create a classroom bulletin board in which each student may add art depicting his or her favorite activities. Have students survey friends using a "T" graph to discover the interests of classmates Give children a chance to highlight their individuality through and "All About Me Poster" or special Show and Tell Day. Use Ipads to capture pictures of individual students Add captions or sentences. <b>Materials: Literature:</b> "I'm Going to Like Me." Ipads or digital cameras. Graphs, posters, bulletin board, art and writing materials.</p> <p><b>Assessment Models:</b> Student responses. Work samples Teacher observations</p> <p><b>Supplemental Resources:</b> Name grids for finding matching letters in student name pairs to initiate and encourage connections among classmates.</p>

<p align="center"><b>Suggested days of Instruction:</b></p> <p align="center">Q1</p> <p align="center"><b>6 – 9 Weeks</b></p>	<p align="center"><b>Big Idea:</b></p> <p align="center">Holidays are part of the American identity and different cultures celebrate in different ways.</p>	<p align="center"><b>Topic:</b> Fall Holidays and Traditions</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.A.7 Explain how the United States functions as a <a href="#">representative democracy</a>, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>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.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p><b>Essential Questions:</b></p> <p>What holidays and events are celebrated during the months of September and October?</p> <p>Who is Christopher Columbus?</p> <p>What is an election?</p> <p>What is the job of the United States president and other elected officials?</p> <p><b>Enduring Understandings:</b></p> <p>Historical symbols and the ideas they represent play a role in understanding and evaluating our history.</p> <p>They Study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p>	<p><b>Learning Activities:</b></p> <p>Use a monthly classroom calendar to mark significant events and holidays. Invite students to mark individual days of significance such as birthdays or cultural events.</p> <p>Visit a local farm to experience the regions fall harvest.</p> <p>Discuss the folklore of Johnny Appleseed.</p> <p>Create a class book in which students draw and write about their favorite fall holidays. Share this book through classroom visits or online reading.</p> <p>Read “A Picture Book of Christopher Columbus” by David Adler discuss terms discovery, explorer, adventure.</p> <p>Use online coverage of November elections to familiarize students with candidates.</p> <p>Hold a class vote on selected topic (Favorites: foods, pets, colors)</p> <p><b>Assessment Models:</b></p> <p>Student responses.</p> <p>Student work samples.</p> <p>Teacher observations</p> <p><b>Materials:</b></p> <p>Starfall online calendar.</p> <p>Skype Access</p> <p>Literature resources: Johnny Appleseed, Duck for President, The Pumpkin That Grew. “A Picture Book of Christopher Columbus” by David Adler</p> <p>Time for Kids online coverage of the Nov. elections</p>

<p><b>Suggested days of Instruction:</b></p> <p style="text-align: center;"><b>Q2</b></p> <p style="text-align: center;"><b>1-3 Weeks</b></p>	<p><b>Big Idea:</b> Holidays are part of the American identity and different cultures celebrate in different ways.</p>	<p><b>Topic:</b> November Holidays / Native Americans</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.4.D.2 Summarize the reasons why various groups, voluntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>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.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p><b>Essential Questions:</b></p> <p>What holidays and events are celebrated in November?</p> <p>What are some details about the story of the First Thanksgiving and the settlers that arrived on the Mayflower?</p> <p>What did Native Americans and the settlers from England learn from each other?</p> <p>How is Thanksgiving marked and celebrated in the United States today.</p> <p><b>Enduring Understandings:</b></p> <p>Historical symbols and the ideas they represent play a role in understanding and evaluating our history.</p> <p>They Study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p>	<p><b>Learning Activities:</b></p> <p>Use a monthly classroom calendar to mark significant November events and holidays. Invite students to mark individual days of significance such as birthdays or cultural events.</p> <p><b>Reenact</b> the story of the first Thanksgiving. Include the Pilgrims journey from England to America and the characters of John Smith and Squanto.</p> <p><b>Materials:</b></p> <p>“Let’s Have Dinner” (You tube: First Thanksgiving Story)</p> <p>Literature: The Very First Thanksgiving by, Rhonda Gowler Greene, Susan Gaber.</p> <p>The Littlest Pilgrim by, Brandi Dougherty.</p> <p><b>Assessment Models:</b></p> <p>Student Work Samples</p> <p>Student Responses</p> <p>Teacher Observation.</p> <p><b>Supplemental Resources:</b> Flannel pieces, Stick puppets, dramatic play area for acting out events of First Thanksgiving or children’s own traditions.</p>

<p><b>Suggested days of Instruction:</b> <b>Q2</b> <b>Weeks 3-6</b></p>	<p><b>Big Idea:</b> Dr. King taught us many important lessons</p>	<p><b>Topic:</b> Winter Holidays and Traditions/ Dr. Martin Luther King Jr.</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.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.20 Describe why it is important to understand the perspectives of the other cultures in an interconnected world.</p>	<p><b>Essential Questions:</b> What are the major December holidays celebrated around the world? What holidays and celebrations are celebrated among our classroom population? Who is Dr. Martin Luther King Jr.? What are the principles that he taught? How might students show fairness and respect to one another?</p> <p><b>Enduring Understandings:</b> Historical symbols and the ideas they represent play a role in understanding and evaluating our history.  The Study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.  People view and interpret events different because of the time which they live, the experiences which they have had, the perspectives held by their cultures, and their individual points of view.  The examination of individual experiences, historical narrative events promotes an understanding of individual and community responses to the violation of fundamental rights.</p>	<p><b>Learning Activities:</b> Use a monthly classroom calendar to mark significant December events and holidays. Invite students to mark individual days of significance such as birthdays and cultural events. Create a December Holiday Bulletin Board in which students contribute artwork depicting Hanukkah, Christmas, Kwanzaa, St. Lucia Day. Hold a winter celebration, inviting families to join in a class project, such as building Gingerbread Houses, decorating cookies. Invite families and community members to share traditions of own cultural celebrations. Watch Dr. Martin Luther King Jr's. "I have a Dream Speech." on video. Discuss peaceful resolutions to conflicts and the principles of fairness and equality. Create a "Peace Table" in the classroom where students can go to have "peace talks" when conflicts arise. Explain they must return to class peacefully, even if they haven't reached an agreement.</p> <p><b>Assessment Models:</b> Student Responses Student Work Teacher Observations</p> <p><b>Materials:</b> National Geographic Kids Video "Winter Celebrations." "I have a Dream" speech on video. Literature: "Snowmen at Night," The Snowman", "The Shortest Day Celebrating Winter Solstice." "Lucia, St. of Light." "Hanukkah Haiku." "The Trees of the Dancing Goats." "The Crayon Box that Talked."</p>

<p><b>Suggested days of Instruction:</b></p> <p><b>Q2</b></p> <p><b>Weeks 6-9</b></p>	<p><b>Big Idea:</b> Maps help us learn about our world</p>	<p>Topic: Globes, Maps, Travel</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p>	<p><b>Essential Questions:</b></p> <p>What is the name of the town, state and country in which students reside?</p> <p>What areas have students, their families, and friends visited around the world?</p> <p>What comparisons can be made among different regions?</p> <p>What are some uses of globes and maps?</p> <p><b>Enduring Understandings:</b></p> <p>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organizations of people, places, and environments.</p>	<p><b>Learning Activities:</b></p> <p>Mark the USA and New Jersey on a globe or world map. Display a map of New Jersey and mark Somers Point.</p> <p>Invite class members to share their travel experiences. Share pictures, stories and souvenirs.</p> <p>Send a cutout of a storybook character to families and ask them to forward these to relatives and friends in other parts of the world (near and/or far). Request that those who receive the cutout reply with a postcard from that region. Display these on a world map.</p> <p>Skype or email with a class from another region. Compare and contrast similarities and differences of the regions.</p> <p><b>Assessment Models:</b></p> <p>Teacher observations Student responses Student work samples.</p> <p><b>Materials:</b></p> <p>Globes, Maps of world, U.S, New Jersey and Somers Point. Skype or email access</p>

<p><b>Suggested days of Instruction:</b></p> <p><b>Q3</b></p> <p><b>Weeks 1-3</b></p>	<p><b>Big Idea:</b> Leaders shape our world</p>	<p>Topic: February Holidays and Traditions</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.D.6 Describe the civil leadership qualities and historical contributions of George Washington, Thomas Jefferson, Benjamin Franklin toward the development of the United States Government.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievements and inventions in many cultures during different historical periods</p>	<p><b>Essential Questions:</b></p> <p>What are the major holidays and traditions celebrated in February?</p> <p>What are some significant facts about George Washington and Abraham Lincoln?</p> <p>What traditions are associated with Valentine’s Day?</p> <p><b>Enduring Understandings:</b></p> <p>Key historical events, documents and individuals led to the development of our nation.</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and creation of new products.</p>	<p><b>Learning Activities:</b></p> <p>Use the monthly calendar to mark significant February holidays and events. Invite students to mark individual days of significance such as birthdays and cultural events.</p> <p>Display Portraits of George Washington and Abraham Lincoln. Compare and contrast the two presidents. Use a Venn diagram to make comparisons.</p> <p>Expose children to the United States Constitution through an on-line video or picture of George Washington signing the Constitution. Create a classroom constitution in which individual rights are listed. Have each child sign with a feather pen “quill”</p> <p>Create a log cabin using craft sticks. Highlight the differences of living in the 1800’s (Lincoln era) and today.</p> <p>Have children experience a period of time in the classroom without using electricity, technology etc.</p> <p>Brainstorm ways in which children might spend their time before the conveniences of electricity, technology, and transportation. Make a list or class book Titled “ What Would I do in 1862?”</p> <p>Create Valentines for family and friends. Send Valentines to a classroom mailbox. Discuss the postal service and the job of a letter carrier.</p> <p><b>Assessment Models:</b> Teacher observations, Student work samples Student responses</p> <p><b>Supplemental Resources:</b> Writing center with art materials for creating Valentines.</p> <p><b>Materials:</b> Online resources: <a href="http://www.constitutioncenter.org">www.constitutioncenter.org</a> <a href="http://www.nestlearning.com/the">www.nestlearning.com/the</a> animated story of Abraham Lincoln Literature: “My Best Friend Abe Lincoln: A tale of two boys from Indiana” by Robert I. Block If you Be My Valentine” by Cynthia Rylant “The Day it Rained Hearts” by Felicia Bond</p>

<p><b>Suggested days of Instruction:</b>  <b>Q3</b>  <b>Weeks 4-6</b></p>	<p><b>Big Idea:</b> Everyone is part of a larger neighborhood and community.</p>	<p><b>Topic:</b> Community Helpers</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	<p><b>Essential Questions:</b>  What is a community?  What are some jobs of community helpers?  How can we help in our community?</p> <p><b>Enduring Understandings:</b>  Everyone is part of a larger community or neighborhood.</p>	<p><b>Learning Activities:</b>  Show a slide show of the local community. Talk about the jobs people might do in each building/area.  Create centers in the classroom for dramatic play, depicting areas of the community. Ex. Grocery store, restaurant, post office, library etc.  Invite local community helpers to show tools of the trade and discuss their job.  Have children write thank you notes to local community workers.  Make a list of ways that citizens can help their community even the young citizens.</p> <p><b>Assessment Models:</b>  Teacher observation  Student responses  Work samples</p> <p><b>Supplemental Resources:</b> Community Helper Bingo Game.  Community Helper headband hats to make</p> <p><b>Materials:</b>  Digital technology for slide show or video making of community.  Literature:  Richard Scarry’s Busy Town Books / Videos/ Games</p>

<p><b>Suggested days of Instruction</b> <b>Q3</b> <b>Weeks 6-9</b></p>	<p><b>Big Idea:</b> Holidays are part of the American identity and different cultures celebrate in different ways.</p>	<p>Topic: Spring Holidays and Events</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p><b>Essential Questions:</b> What are the major holidays and events recognized in March and April? How does the warmer spring weather of our region affect the activities we may choose? What are some details about the Irish Folklore of St. Patrick?</p> <p><b>Enduring Understandings:</b>  The Study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.  The world is comprised of nations that are similar to and different from the United States.  A region's climate and natural resources affect availability of goods and services.</p>	<p><b>Learning Activities:</b> Use the monthly calendar to mark significant holidays and events. Invite students to mark individual days of significance such as birthdays and cultural events. In keeping with Irish folklore, hunt for a "pot of gold" around the school, following clues, which are hidden in various places. Show winter and spring articles of clothing for a sorting activity. Take a spring walk to discover signs of the changing season. Have students keep a journal of the observations using words and drawings.  Post a list of spring words for children to incorporate in writing about favorite spring activities.  Chat with a classroom online who is experiencing different weather patterns associated with their region. Discuss the major spring religious observances of Passover and Easter. Invite families to join the class for a Spring celebration</p> <p><b>Assessment Models:</b> Student responses Teacher observations Student work</p> <p><b>Materials:</b> Free printable Children's Books about <b>St. Patrick's Day</b> <a href="http://www.dltk-teach.com/minibooks">www.dltk-teach.com/minibooks</a></p> <p><b>Literature:</b> <b>Company's Coming</b> by Voan Holoab (a book about celebrating Passover) <b>Pinkalicious and the Pink Hat Parade.</b> <b>The Story of Peter Rabbit</b></p>

<p><b>Suggested days of Instruction</b></p> <p><b>Q4</b></p> <p><b>Weeks 1-3</b></p>	<p><b>Big Idea:</b> Holidays are part of the American identity and different cultures celebrate in different ways.</p>	<p><b>Topic: May /June Holidays and Traditions</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p><b>Essential Questions:</b></p> <p>What are the major United States holidays and traditions recognized in May and June?</p> <p>What are some traditions and observations associated with Mother's day</p> <p>What are some traditions and observances associated with Flag Day?</p> <p><b>Enduring Understandings:</b></p> <p>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p> <p>Individuals and families have unique roles and traditions.</p>	<p><b>Learning Activities:</b></p> <p>Use the monthly calendar to mark significant holidays and events. Invite students to mark individual days of significance such as birthdays and cultural events.</p> <p><b>Have children create Mother's Day cards for mothers, grandmothers, aunts or other special caregivers in student's lives.</b></p> <p><b>Have children create Father's Day cards for fathers', grandfathers, uncles or other special caregivers in children's lives.</b></p> <p>Write the words to the Pledge of Allegiance on chart paper or poster board. Point to each word as the class recites the pledge. Explain the meanings of vocabulary used in the pledge.</p> <p>Make a class flag using hand prints for red stripes or make individual flags emphasizing the pattern in the flag and the meaning behind the stars and stripes.</p> <p><b>Assessment Models:</b></p> <p>Teacher Observation</p> <p>Student responses</p> <p>Student work samples</p> <p><b>Materials:</b> art and writing supplies.</p> <p><a href="http://www.usflag.org/history/flagday.html">www.usflag.org/history/flagday.html</a></p> <p><a href="http://www.enchantedlearning.com/crafts/flagday/">www.enchantedlearning.com/crafts/flagday/</a></p> <p>Literature: All Families are Special by Norman Simon</p> <p>The Daddy Book by Todd Parr</p>

<p><b>Suggested days of Instruction</b>  <b>Q4</b>  <b>Weeks 3-6</b></p>	<p><b>Big Idea:</b> Places are jointly described by their physical and human properties.</p>	<p><b>Topic: Coastal Communities</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.B.4 Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>	<p><b>Essential Questions:</b>          What type landforms are found near the Ocean?           How does living near the Ocean affect the types of jobs and activities residents and visitors have available?           What type of Marine life can be found in waters near coastal towns?   <b>Enduring Understandings:</b>          Places are jointly characterized by their physical and human properties.</p>	<p><b>Learning Activities:</b>          Visit a local beach. Focus attention on dunes, salt marshes, sand, islands, rocks and shells.          Invite an owner of a local Marina to discuss the boating industry (docking, storage, selling, repairing)          Visit a local aquarium.          Check Marine Mammal Stranding Center in Brigantine for availability of video stream of rescued animals in the facility.           Display shells, rocks, grasses and plants found near local coastal areas on the science center.           Show video of a fishing boat at sea.           Take a survey among students of favorite seafood?  <b>Assessment Models:</b>          Teacher Observations          Student Responses          Student Work Samples   <b>Materials:</b>  <a href="http://www.aol.com/deepseafishingvideo">www.aol.com/deepseafishingvideo</a>  <a href="http://www.marinemammalstrandingcenter.org">www.marinemammalstrandingcenter.org</a>          Literature: “Beach Day.” “What Lives in a Shell.”          “Commotion in the Ocean.”</p>

<p><b>Suggested days of Instruction</b>  <b>Q 4</b>  <b>Weeks 6-9</b></p>	<p>Big Idea: Friends learn about each other's cultures.</p>	<p><b>Topic: Friendship</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.  6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>	<p><b>Essential Questions:</b>  What characteristics make a good friend?  How can we show a friend that they are respected and appreciated?  What are some strategies to solve conflicts with friends?</p> <p><b>Enduring Understandings:</b>  Citizenship begins with becoming a contributing member of the classroom community.  There are many different cultures within the classroom community.</p>	<p><b>Learning Activities:</b>  Brainstorm with the class about the qualities that make a good friend and list these on chart paper or create a class book.  Read Rainbow Fish and focus attention on the behaviors that kept Rainbow Fish from being a good friend and then on the positive changes he made.  Make a friendship chain. As children are caught be a kind friend, have them write their name on a construction paper strip and add to a continuous chain. Students may also elect to have a friend write their name as show of appreciation.  Teach the song, "Friends Make the World Go Round," which celebrates cultural diversity and friendship.  Have students participate in an end of the year production, highlighting the value of friendship and the joy of making new friends during the year.  <b>Assessment Models:</b> Teacher Observation, Student Responses  Student Work Samples  <b>Materials:</b>  National Geographic Video, "a Little Help from My Friends."  Literature: "Rainbow Fish"  "The Bernstein Bears, "The Trouble with Friends."</p>