

Board Approved September 2012

DEPARTMENT: Social Studies Integrated with English Language Arts COURSE: Kindergarten

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Science/Social Studies NJCCCS
Integrated with English Language Arts Literacy Themes & Topics

FRAMEWORK FOR KINDERGARTEN

Unit One – Off to School

2009 Social Studies NJCCCS:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.B.1** Develop an awareness of the physical features of the neighborhood/community.
- 6.1.P.B.2** Identify, discuss, and role-play the duties of a range of community workers.
- 6.1.P.D.1** Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.
- 6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of the United States government.
- 6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.3.4.A.1** Evaluate what makes a good rule or law.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Two - Patterns

Unit Three – Finding Friends

2009 Social Studies NJCCCS:

- 6.1.P.D.1** Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.6** Describe the civic leadership qualities and the historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin towards the development of the United States government.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Four – By the Sea

2009 Science NJCCCS:

- 5.4.2.A.1** Living and non-living things are made of parts and can be described in terms of the materials they're made of and their physical properties.
- 5.3.2.A.1** Living organisms need and get food and water from the environment reproduce (make more of their own) and grow and develop in a predictable way.

Unit Five – Stick to It

2009 Social Studies NJCCCS:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.

- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of the United States government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 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.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.D.6 Describe the civic leadership qualities and the historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin towards the development of the United States government.
- 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.

Unit Six – My Shadow

2009 Science NJCCCS:

- 5.2.2.C.1 The Sun warms the land, air, and water. The light is a form of energy.
- 5.2.2.C.2 An object can be seen when light strikes it and is reflected to a viewer's eye. If there is no light, objects cannot be seen.

- 5.2.2.C.3** When light strikes substances and objects, through which it cannot pass, shadows results.
- 5.4.2.F.1** Current weather conditions included air movements, clouds, and precipitation. Weather conditions affect our daily lives.

Unit Seven – Teamwork

2009 Science NJCCCS:

- 5.4.2.G.4** Identify natural resources used in the process of making various manufactured products.

2009 Social Studies NJCCCS:

- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.B.2** Identify, discuss, and role-play the duties of a range of community workers.
- 6.1.P.D.2** Demonstrate an understanding of family roles and traditions.
- 6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of the United States government.
- 6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.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.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Eight – Ready, Set, Grow!

2009 Science NJCCCS:

- 5.4.2.A.1 Living and non-living things are made of parts and can be described in terms of the materials they're made of and their physical properties.
- 5.3.2.A.1 Living organisms need and get food and water from the environment reproduce (make more of their own) and grow and develop in a predictable way.

Unit Nine – Red, White, and Blue

2009 Social Studies NJCCCS:

- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of the United States government.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14 Describe the world is divided into many nations that have their own governments, languages, customs, and laws.

Unit Ten – Windy Days

2009 Science NJCCCS:

5.2.2.C.1 The Sun warms the land, air and water.

5.4.2.F.1 Current weather conditions included air movements, clouds, and precipitation. Weather conditions affect our daily lives.

***Science Standards not covered in the *Imagine It!* program:**

5.4.2.G.1 Water can disappear (evaporate) and collect (condense) on surfaces.

5.4.2.G.2 There are many sources and uses of water.

Kindergarten - Integration of Social Studies with ELA

Time Frame	September through June Integration of the 2009 New Jersey Core Curriculum Content Standards for Social Studies in SRA's <i>Imagine It!</i> English Language Arts Literacy Program
Social Studies Standard & Strand	6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. A. Civics, Government, and Human Rights
Big Idea	
<ul style="list-style-type: none">• An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.	
Essential Questions	
<ul style="list-style-type: none">• What characteristics define good citizenship in a school setting?• Why do we need rules, laws, and government?	
Enduring Understandings	
<ul style="list-style-type: none">• Citizenship is a lifelong endeavor that begins with becoming a contributing member of the classroom community.• Rules and laws are developed to protect people's rights and the security and welfare of society.• Our government was founded on the principles of fairness, equality, and respect for diversity as well as the common good.• It is the responsibility of citizens to actively participate in government.• Active citizens in the 21st century<ul style="list-style-type: none">○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.○ are aware of their relationships to people, places, and resources in the local community and beyond.○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.○ develop strategies to reach consensus and resolve conflict.○ demonstrate understanding of the need for fairness and take appropriate action against unfairness.	

Alignment to 2009 NJCCCS for Social Studies/Proficiency Level/ELA Units

6.1.P.A.1	Introductory → Mastery	Unit 1 (lessons 1-10) Unit 5 (lessons 11-15) Unit 9 (<i>Rules Keep Us Safe</i>)
6.1.P.A.2	Introductory → Mastery	Unit 1 (lessons 1-10) Unit 5 (lessons 2 & 11-15)
6.1.P.A.3	Introductory → Mastery	Unit 1 (lessons 1-10) Unit 5 (lessons 2 & 11-15) Unit 7 (lesson 5) Unit 9 (<i>Rules Keep Us Safe</i>)
6.1.4.A.1	Introductory → Developing	Unit 1 (lessons 1-10) Unit 5 (lesson 11-15) Unit 9 (<i>F Is For Flag</i>)
6.1.4.A.3	Introductory → Developing	Unit 1 (lessons 1-10) Unit 5 (lessons 11-15) Unit 7 (all) Unit 9 (<i>F Is For Flag</i>)
6.1.4.A.9	Introductory → Developing	Unit 5 (lessons 3 & 4)
6.1.4.A.10	Introductory → Developing	Unit 5 (lessons 11 & 12)
6.1.4.A.11	Introductory → Developing	Unit 7 (lesson 3) Unit 9 (<i>F Is For Flag</i>)
6.1.4.A.13	Introductory → Developing	Unit 9 (<i>The American Wei</i>)
6.1.4.A.14	Introductory → Developing	Unit 9 (<i>The American Wei</i>)
6.1.4.A.15	Introductory → Developing	Unit 5 (lessons 3, 4, & 7) Unit 7 (lessons 7 & 8)

Key Concepts and Skills

Students will be able to

- demonstrate an understanding of rules by following most classroom routines.
- demonstrate responsibility by initiating simple classroom tasks and jobs.
- demonstrate appropriate behavior when collaborating with others.
- explain how rules actually protect your rights, help resolve conflicts, and promote the common good.
- describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders changed society.
- identify examples of responsible citizenship within the school setting.
- begin identifying real people and fictional characters who have demonstrated responsible leadership and citizenship and recognize the characteristics that have made them good examples.
- explain the need for rules, laws, and government.
- recognize that problems might arise from lack of effective government.
- recognize that the world is made up of many nations, each having its own government, languages, customs, and laws.
- explain that a responsibility is something you must or should do.
- explain how and why it is important the people from different cultures collaborate to find solutions to problems and challenges.

- describe how American citizens can participate in community and political life.
- explain the significance of various American symbols.
- discuss what it means to vote in an election.
- explore the basic concepts of diversity, tolerance, fairness, and respect for others with particular regard to national holidays.
- identify examples of situations involving diversity, tolerance, fairness, and respect for others.
- recognize the names of major figures in American history and explain their importance.
- understand the significance of national holidays.
- gain an understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors (ongoing concept throughout school year).
- describe and employ peaceful and non-violent ways to resolve conflict (ongoing concept throughout school year).

Learning Activities

Students will work independently and/or collaboratively to

- identify and discuss various school workers and their responsibilities.
- read and discuss various stories related to holidays and national figures.
- role-play scenes that portray bullying and/or intolerance and discuss what can be done differently to display good citizenship.
- illustrate or color pages on diversity, rules, or bullying.
- participate in activities that focus upon community life, national holidays, and American symbols.
- discuss various jobs in a community and how those jobs contribute to the community.
- locate pictures of American symbols; display and discuss.
- listen to stories that focus upon diversity, tolerance, fairness, and respect for others and discuss their meanings and implications.
- listen to stories about Dr. Martin Luther King, Jr., and discuss the contributions he made to the American civil rights movement.
- listen to and sing patriotic songs and discuss their meanings.
- role play situations in which bullying occurs; discuss the role each person plays in the problem and decide upon ways to handle bullying.
- describe and employ peaceful and non-violent ways to resolve conflict (ongoing concept throughout school year).
- gain an understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors (ongoing concept throughout school year).
- describe and employ peaceful and non-violent ways to resolve conflict (ongoing concept throughout school year).

Assessments

- *Imagine It! Curriculum Connection* Activity Cards
- Authentic performance assessments
- Participation in large- and small-group discussions
- Informal observations (checklists, anecdotal notes, teacher observation, etc.)
- Portfolios

- Projects
- Class assignments

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

- English Language Arts
- Music
- Art
- Technology
- Theater
- Character Education

Technology Integration

CPI #	Activity	Proficiency Level
8.1.P.A.3	Identify the “power keys” (spacebar and ENTER).	Introductory → Mastery
8.1.P.A.5	Has a familiarity with basic technology terms, i.e., mouse, screen, keyboard, printer, computer, and their uses.	Introductory → Mastery

Technology Resources

- www.whitehouse.gov/kids
- www.nationalgeographic.com/ngkids
- www.timeforkids.com/TFK/
- www.scholastic.com
- www.brainpopjr.com
- www.starfall.com
- www.unitedstreaming.com
- www.nickjr.com
- www.50states.com
- www.storylineonline.net
- www.literacycenter.net
- www.primarygames.com
- www.seussville.com
- www.janbrett.com

- www.primarygames.com
- www.abcya.com
- Typing to Learn, Jr.
- Sammy's Science House
- Trudy's Time and Place
- Tumblebooks
- Enchanted learning
- Funschool
- Smartboard
- ELMO

Time Frame	September through June Integration of the 2009 New Jersey Core Curriculum Content Standards for Social Studies in SRA's <i>Imagine It!</i> English Language Arts Literacy Program
Social Studies Standard & Strand	6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment
Big Idea	
<ul style="list-style-type: none"> • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 	
Essential Questions	
<ul style="list-style-type: none"> • How will thinking in and understanding spatial terms enable me to understand the many relationships that exist between places, people, and environments? • What are the relationships that exist between people, places, and environments? • How do human activity and environment affect each other? • How do geographic tools help us to answer questions about spatial distributions and patterns on Earth? 	
Enduring Understandings	
<ul style="list-style-type: none"> • There are various spatial relationships between school, home, neighborhood, community, state, and country. • Geographic tools help us to problem solve so that we can better understand relationships 	

between people, their behavior, places, and the environment.

- Physical features of places and regions differ from each other and have a relationship with life in those places and regions.
- The environment is greatly impacted by the human inhabitants it supports.
- Active citizens in the 21st century
 - recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
 - are aware of their relationships to people, places, and resources in the local community and beyond.
 - make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - develop strategies to reach consensus and resolve conflict.
 - demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Alignment to 2009 NJCCCS for Social Studies/Proficiency Level/ELA Units

6.1.P.B.1	Introductory → Mastery	Unit 1 (lessons 11-15)
6.1.P.B.2	Introductory → Mastery	Unit 1 (lessons 11-15) Unit 5 (lessons 3, 4, 7, & 11-15) Unit 7 (lesson 11) Unit 7 (<i>Mr. McGill ...</i>)
6.1.4.B.1	Introductory → Developing	Unit 1
6.3.4.D.1	Introductory → Developing	Unit 3 Bullying Assembly Guidance lessons

Key Concepts and Skills

Students will be able to

- begin observing and describing the physical and human characteristics of places.
- describe the physical features of places on a simple scale.
- demonstrate basic map and globe skills.
- increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- describe and employ peaceful and non-violent ways to resolve conflict.

Learning Activities

Students will work independently and/or collaboratively to

- utilize a map to locate the United States and New Jersey.
- use maps and globes in problem-solving activities about location and direction.
- participate in activities that focus upon the spatial concepts of location, distance, and direction.
- listen to and/or read stories as well as participate in activities that demonstrate an understanding of “the environment” and how it effects those within it.
- develop and awareness of the physical features of a neighborhood/community.
- identify a range of community workers and discuss their duties.

- identify community workers and their duties through role playing.
- examine various types of maps noting the different types of information they contain and the information may be useful.
- role-play scenes that portray bullying and/or intolerance and discuss what can be done differently to display good citizenship.

Assessments

- *Imagine It! Curriculum Connection* Activity Cards
- Authentic performance assessments
- Participation in large and small group discussions
- Informal observations (checklists, anecdotal notes, teacher observation, etc.)
- Portfolios
- Projects
- Class assignments

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

- English Language Arts
- Art
- Science
- Technology
- Theater
- Character Education

Technology Integration

CPI #	Activity	Proficiency Level
8.1.P.A.3	Identify the “power keys” (spacebar and ENTER).	Introductory → Mastery
8.1.P.A.4	Recognize that the number keys are in a row on the top of the keyboard.	Introductory → Mastery
8.1.P.A.5	Has a familiarity with basic technology terms, i.e., mouse, screen, keyboard, printer, computer, click, and their uses/applications.	Introductory → Mastery

Technology Resources

- www.whitehouse.gov/kids
- www.nationalgeographic.com/ngkids
- www.timeforkids.com/TFK/
- www.scholastic.com
- www.brainpopjr.com
- www.starfall.com
- www.unitedstreaming.com
- www.nickjr.com
- www.50states.com
- www.storylineonline.net
- www.literacycenter.net
- www.primarygames.com
- www.weather.com
- www.discovery.com
- www.enchantedlearning.com
- www.kidszone.com
- www.discoveryplanet.com
- www.sandiegozoo.org
- www.owlpages.com
- www.zoomdinosaurs.com
- www.internet4classrooms.com
- www.abcya.com
- Typing to Learn, Jr.
- Sammy's Science House
- Trudy's Time and Place
- Tumblebooks
- Enchanted learning
- Funschool
- Smartboard
- ELMO

Time Frame	September through June Integration of the 2009 New Jersey Core Curriculum Content Standards for Social Studies in SRA's <i>Imagine It!</i> English Language Arts Literacy Program
Social Studies Standard & Strand	<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>C. Economics, Innovation, and Technology</p>
Big Ideas	
<ul style="list-style-type: none"> • The study of economics fosters an understanding of individual decision making and the management of resources in the global, public, and private sectors. • Technology provides people with information to make informed decisions. • Creativity and innovation lead to improved lifestyles. 	
Essential Questions	
<ul style="list-style-type: none"> • How can economic reasoning help us make difficult choices about scarce resources? • How does technology help us make informed decisions? • Why do people work? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Workers do various jobs to receive an income. • What is the difference between a need and a want? • Active citizens in the 21st century <ul style="list-style-type: none"> ○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ○ are aware of their relationships to people, places, and resources in the local community and beyond. ○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ○ develop strategies to reach consensus and resolve conflict. ○ demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	

**Alignment to 2009 NJCCCS for
Social Studies/Proficiency
Level/ELA Units**

6.1.4.C.2	Introductory → Developing	Unit 1 (lessons 1-10) Unit 5 (lesson 2) Unit 7 (lesson 11)
6.3.4.D.1	Introductory → Developing	Unit 1 Unit 3 Bullying Assembly Guidance lessons

Key Concepts and Skills

Students will be able to

- identify various jobs and explain how workers in these jobs receive pay for their work.
- explain the difference between a want and a need.
- identify wants, such as toys, games, cars, and candy.
- identify essential needs, such as food, shelter, clothing, and water.
- increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- describe and employ peaceful and non-violent ways to resolve conflict.

Learning Activities

Students will work independently and/or collaboratively to

- discuss and learn about nutritional needs.
- discuss what is needed for school versus what we want to have as school supplies.
- discuss different cultures' expectations during holidays and celebrations.
- participate in activities where students choose between needs and wants.
- role-play scenes that portray bullying and/or intolerance and discuss what can be done differently to display good citizenship.

Assessments

- *Imagine It! Curriculum Connection* Activity Cards
- Authentic performance assessments
- Participation in large and small group discussions
- Informal observations (checklists, anecdotal notes, teacher observation, etc.)
- Portfolios
- Projects
- Class assignments

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
	Life & Career		Information Literacy		Media Literacy		

x	Skills	x		x	
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts

Interdisciplinary Connections

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- Math
- Art
- Science
- Technology
- Theater
- Character Education

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8.1.P.A.5	Has a familiarity with basic technology terms, i.e., mouse, screen, keyboard, printer, computer, click, and their uses/applications.	Introductory → Mastery
8.1.P.A.6	Turn smart toys on and off.	Introductory → Mastery
8.1.P.B.1	Use a digital camera to take pictures of examples of needs (food, clothing, shelter, etc.) and wants (toys, boats, games, etc.)	Introductory → Mastery

Technology Integration Resources

- www.whitehouse.gov/kids
- www.nationalgeographic.com/ngkids
- www.timeforkids.com/TFK/
- www.scholastic.com
- www.brainpopjr.com
- www.starfall.com
- www.unitedstreaming.com
- www.nickjr.com
- www.50states.com
- www.storylineonline.net
- www.literacycenter.net
- www.primarygames.com
- www.dreambox.com
- www.zoodles.com
- www.internet4classrooms.com

- www.usmint.gov/kids/
- www.numbernut.com
- www.fun4thebrain.com
- www.moneyinstructor.com
- www.mathsnet.net
- www.homeschoolmath.net
- www.paulysplayhouse.com
- www.discoveryplanet.com
- www.sparky.org
- www.psbkids.com
- www.nutritionalexplorations.org
- www.abcya.com
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Big Idea	
<ul style="list-style-type: none"> • An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. 	
Essential Questions	
<ul style="list-style-type: none"> • What is the role of each member of a family? • How do the roles and traditions of your family compare and contrast to those of another culture? • How did key historical events and individuals lead to the development of our nation? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Individuals and families have unique characteristics. • Many cultural traditions and heritages contribute to the complexity of our local community, state, and nation diversity and have helped to shape America. • Key historical events, documents, and individuals led to the development of our nation. • Active citizens in the 21st century <ul style="list-style-type: none"> ○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ○ are aware of their relationships to people, places, and resources in the local community and beyond. ○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ○ develop strategies to reach consensus and resolve conflict. ○ demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	

Alignment to 2009 NJCCCS for Social Studies /Proficiency Level/ELA Units

6.1.P.D.1	Introductory → Mastery	Unit 1 Unit 3 Unit 5 (lesson 12)
6.1.P.D.2	Introductory → Mastery	Unit 7 (lesson 13) Unit 9
6.1.P.D.3	Introductory → Mastery	Unit 1 Unit 3 Unit 9
6.1.P.D.4	Introductory → Mastery	Unit 1 Unit 3 Unit 9 (<i>The American Wei</i>)
6.1.4.D.6	Introductory → Developing	Unit 3 (lessons 11-15) Unit 5 (lesson 11)
6.3.4.D.1	Introductory → Developing	Unit 1 Unit 3 Bullying Assembly Guidance Lessons

Key Concepts and Skills

Students will be able to

- demonstrate respect for other cultures and traditions within the classroom.
- explain the historical significance of Labor Day, Memorial Day, and Independence Day.
- explain the historical significance of George Washington, Thomas Jefferson, and Benjamin Franklin regarding the development of our government.
- explain the significance of various American symbols.
- explore the basic concepts of diversity, tolerance, fairness, and respect for others with particular regard to national holidays.
- identify examples of situations involving diversity, tolerance, fairness, and respect for others.
- discuss the contributions of Dr. Martin Luther King, Jr. to the civil rights movement in America.
- increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- describe and employ peaceful and non-violent ways to resolve conflict.

Learning Activities

Students will work independently and/or collaboratively to

- identify and discuss various American civic and political leaders.
- read and discuss various stories related to holidays and national figures.
- role-play scenes that portray bullying and/or intolerance and discuss what can be done differently to display good citizenship.
- illustrate or color pages on diversity, rules, or bullying.
- listen to and learn basic patriotic songs, such as “My Country ‘Tis of Thee” & “This Land is Your Land.”
- participate in activities that focus upon community life, national holidays, and American symbols.
- listen to and/or read stories that focus upon diversity, tolerance, fairness, and respect for others

and discuss their meanings and implications.

- listen to and/or read stories about Dr. Martin Luther King, Jr. and discuss the contributions he made to the American civil rights movement.
- generate a realistic picture of self and family.
- role-play scenes that portray bullying and/or intolerance and discuss what can be done differently to display good citizenship.

Assessments

- *Imagine It! Curriculum Connection* Activity Cards
- Authentic performance assessments
- Participation in large and small group discussions
- Informal observations (checklists, anecdotal notes, teacher observation, etc.)
- Portfolios
- Projects
- Class assignments

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

- English Language Arts
- Art
- Music
- Theater
- Technology
- Character Education

Technology Integration

CPI #	Activity	Proficiency Level
8.1.P.A.3	Identify the “power keys” (spacebar and ENTER).	Introductory → Mastery
8.1.P.A.4	Recognize that the number keys are in a row on the top of the keyboard.	Introductory → Mastery
8.1.P.A.5	Has a familiarity with basic technology terms, i.e., mouse, screen, keyboard, printer, computer, click, and their uses/applications.	Introductory → Mastery
8.1.P.A.6	Turn smart toys on and off.	Introductory → Mastery
8.1.P.B.1	Use a digital camera to take pictures of examples of needs (food, clothing, shelter, etc.) and wants (toys, boats, games, etc.)	Introductory → Mastery
8.1.P.C.1	Operate frequently used interactive games or activities in screen format, such as used in Computer Lab and/or SRA’s eSuite.	Introductory → Mastery
8.1.P.C.2	Access materials on a disk, cassette tape, or DVD by inserting it and pressing “play” and “stop.”	Introductory → Mastery

Technology Resources

- www.whitehouse.gov/kids
- www.nationalgeographic.com/ngkids
- www.timeforkids.com/TFK/
- www.scholastic.com
- www.brainpopjr.com
- www.starfall.com
- www.unitedstreaming.com
- www.nickjr.com
- www.50states.com
- www.storylineonline.net
- www.literacycenter.net
- www.abcya.com
- www.primarygames.com
- www.kidsmusic town.com
- Typing to Learn, Jr.
- Sammy’s Science House
- Trudy’s Time and Place
- Tumblebooks
- Enchanted learning
- Funschool
- Smartboard
- ELMO

Time Frame	September through June Integration of the 2009 New Jersey Core Curriculum Content Standards for Social Studies in SRA's <i>Imagine It!</i> English Language Arts Literacy Program
Social Studies Standard & Strand	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. A. Civics, Government, and Human Rights
Big Idea	
<ul style="list-style-type: none"> • The creation of rules and laws are necessary for an organized society. 	
Essential Questions	
<ul style="list-style-type: none"> • What makes a good rule or law? • How do our local resources help us with local issues and problems? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond. • Before citizens can make informed, responsible decisions, they must have an understanding and appreciation of the fundamental concepts regarding citizenship. • Societies require rules, laws and government. • Active citizens in the 21st century <ul style="list-style-type: none"> ○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ○ are aware of their relationships to people, places, and resources in the local community and beyond. ○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ○ develop strategies to reach consensus and resolve conflict. ○ demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	

Alignment to 2009 NJCCCS for Social Studies/Proficiency Level/ELA Units

6.3.4.A.1	Introductory → Developing	Unit 1 (lessons 1-10)
6.3.4.A.2	Introductory → Developing	Unit 5 (lesson 7) Fire Prevention Week Halloween Safety Assembly Library Trip
6.3.4.D.1	Introductory → Developing	Unit 1 Unit 3 Bullying Assembly Guidance lessons

Key Concepts and Skills

Students will be able to

- evaluate what makes a good rule or law.
- identify examples of responsible citizenship within the school setting.
- explain the need for rules, law, and government.
- identify various community members and how they contribute to the community.
- increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- describe and employ peaceful and non-violent ways to resolve conflict.

Learning Activities

Students will work independently and/or collaboratively to

- identify and discuss various community workers and their responsibility.
- read and discuss various stories related to community.
- participate in activities that focus upon community life.
- discuss various jobs in a community and how those jobs contribute to the community.
- discuss what makes a good rule or law.
- listen to local officials discuss their roles in the community and discuss how they help us resolve issues and problems within the local community.
- role-play scenes that portray bullying and/or intolerance and discuss what can be done differently to display good citizenship.

Assessments

- *Imagine It! Curriculum Connection* Activity Cards
- Authentic performance assessments
- Participation in large and small group discussions
- Informal observations (checklists, anecdotal notes, teacher observation, etc.)
- Portfolios
- Projects
- Class assignments

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

- English Language Arts
- Science
- Technology
- Theater
- Character Education

Technology Integration

CPI #	Activity	Proficiency Level
8.1.P.A.3	Identify the “power keys” (spacebar and ENTER).	Introductory → Mastery
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8.1.P.A.5	Has a familiarity with basic technology terms, i.e., mouse, screen, keyboard, printer, computer, click, and their uses/applications.	Introductory → Mastery
8.1.P.A.6	Turn smart toys on and off.	Introductory → Mastery
8.1.P.B.1	Use a digital camera to take pictures of examples of needs (food, clothing, shelter, etc.) and wants (toys, boats, games, etc.)	Introductory → Mastery
8.1.P.C.1	Operate frequently used interactive games or activities in screen format, such as used in Computer Lab and/or SRA’s eSuite.	Introductory → Mastery
8.1.P.C.2	Access materials on a disk, cassette tape, or DVD by inserting it and pressing “play” and “stop.”	Introductory → Mastery

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- www.50states.com
- www.storylineonline.net
- www.literacycenter.net
- www.primarygames.com
- www.discovery.com
- www.enchantedlearning.com
- www.discoverkids.com
- www.50states.com
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Time Frame	September through June Integration of the 2009 New Jersey Core Curriculum Content Standards for Social Studies in SRA's <i>Imagine It!</i> English Language Arts Literacy Program
Social Studies Standard & Strand	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. D. History, Culture, and Perspectives
Big Idea	
<ul style="list-style-type: none"> • People have different perspectives based on their beliefs, values, traditions, culture, and experiences. 	
Essential Questions	
<ul style="list-style-type: none"> • How can active citizens of the 21st century develop strategies to reach consensus and to resolve conflict? • How do active citizens of the 21st century demonstrate understanding of the need for fairness and take appropriate action against unfairness and discrimination? 	

Enduring Understandings

- Active citizens in the 21st century develop strategies to reach consensus and resolve conflict.
- A society must be able to identify unfair and discriminatory practices, such as stereotyping, bias, and prejudice and make informed decisions by seeking and assessing information, asking questions, and evaluating alternate solutions to resolve them.
- Active citizens in the 21st century
 - recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
 - are aware of their relationships to people, places, and resources in the local community and beyond.
 - make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - develop strategies to reach consensus and resolve conflict.
 - demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Alignment to 2009 NJCCCS for Social Studies/Proficiency Level/ELA Units

6.3.4.D.1 Introductory → Developing

Unit 1
Unit 3
Bullying Assembly
Guidance lessons

Key Concepts and Skills

Students will be able to

- explore the basic concepts of diversity, tolerance, fairness, and respect for others.
- identify examples of situations involving diversity, tolerance, fairness, and respect for others.
- identify the difference between conflict and harassment, intolerance, and bullying (HIB).
- increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- describe and employ peaceful and non-violent ways to resolve conflict.

Learning Activities

Students will work independently and/or collaboratively to

- role-play situations that focus on tolerance, fairness, and respect for others.
- listen to and/or read stories about bullying and discuss ways to resolve conflict.
- role-play scenes that portray bullying and intimidation and discuss what can be done differently to display good citizenship.

Assessments

- *Imagine It! Curriculum Connection* Activity Cards
- Authentic performance assessments
- Participation in large and small group discussions

- Informal observations (checklists, anecdotal notes, teacher observation, etc.)
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- Class assignments

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
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