

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown Elementary Schools
Social Studies Department*

**Social Studies
Grades – Kindergarten**

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[Course Description and Fundamental Concepts](#)

The kindergarten social studies curriculum will focus on students developing an understanding of government, citizenship, geography, economics, and history. As students are exploring their neighborhood, community, country, and world around them, students will develop as citizens. The focus of instruction is to guide students to understand core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Fundamental Concepts:

The kindergarten social studies curriculum will allow students to learn key concepts about **citizenship, government, economics, history, and geography.**

- The “Civics, Government, and Human Rights” unit 1 focuses on **community, rules, laws, and the rights and responsibilities of American citizens.**
- The “Economics, Innovation, and Perspectives (Personal Finance)” unit 2 focuses on **income and careers, needs vs. wants, earning and saving money, buying and spending as a consumer, and financial responsibility.**
- The “History, Culture, and Perspectives” unit 3 focuses on **America’s symbols, influential people that made an impact, and that holidays provide an understanding of different cultures and celebrations.**
- The “Friendship, Respect, and Tolerance (Holocaust)” unit 4 focuses on **cultural awareness, sensitivity to individual differences, respect for diversity, and being kind to each other.**
- The “Geography, People, and the Environment” unit 5 focuses on **where people live, maps and globes, and how people impact the Earth.**

[New Jersey Student Learning Standards \(NJSLs\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Civics, Government, and Human Rights: Civics and Political Institutions

Core Idea	Performance Expectations
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none">• 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).• 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none">• 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none">• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.• 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	<ul style="list-style-type: none">• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
<p>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).</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. • 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civics, Government, and Human Rights: Processes and Rules

Core Idea	Performance Expectations
<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
<p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Civics, Government, and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
<p>Certain character traits can help individuals become productive members of their community.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. • 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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Geography, People, and the Environment: Human Population Patterns

Core Idea	Performance Expectations
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Geography, People, and the Environment: Spatial Views of the World

Core Idea	Performance Expectations
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 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). • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Geographic data can be used to identify cultural and environmental characteristics of places.	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).

Geography, People, and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
Environmental characteristics influence how and where people live.	<ul style="list-style-type: none">• 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.• 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).• 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.• 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none">• 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.• 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none">• 6.1.2.EconET.1: Explain the difference between needs and wants.• 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
Limited resources influence choices.	<ul style="list-style-type: none">• 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.

Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> • 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. • 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
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Economics, Innovation, and Technology: Exchange and Markets

Core Idea	Performance Expectations
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> • 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. • 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. • 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Economics, Innovation, and Technology: National Economy

Core Idea	Performance Expectations
The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"> • 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> • 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Economics, Innovation, and Technology: Global Economy

Core Idea	Performance Expectations
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> • 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. • 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none">• 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.• 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none">• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Two or more individuals can have a different understanding of the same event.	<ul style="list-style-type: none">• 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none">• 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.• 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none">• 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.• 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none"> • 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
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History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians create arguments outlining ideas or explanations based on evidence.	<ul style="list-style-type: none"> • 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Civics, Government and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.	<ul style="list-style-type: none"> • 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.

Geography, People and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> • 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Civic Responsibility

Core Ideas	Performance Expectations
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> • 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.

Financial Institutions

Core Ideas	Performance Expectations
Money comes in different values, forms, and uses.	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).

Financial Psychology

Core Ideas	Performance Expectations
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
External factors can influence the items that an individual wants or needs.	• 9.1.2.FP.2: Differentiate between financial wants and needs. • 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Planning and Budgeting

Core Ideas	Performance Expectations
A budget is a plan that helps an individual obtain his/her financial goals.	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.
Saving money is a habit that can be developed.	9.1.2.PB.2: Explain why an individual would choose to save money.

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Risk Management and Insurance

Core Ideas	Performance Expectations
There are ways to keep the things we value safely at home and other places.	9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

Unit Addressed	Core Idea	Standard / Description
Units 1 and 2	Different types of jobs require different knowledge and skills.	<i>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</i>
Unit 2	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	<i>9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.</i>
Unit 2	There are benefits and drawbacks to being an entrepreneur.	<i>9.2.2.CAP.3: Define entrepreneurship and social entrepreneurship.</i> <i>9.2.2.CAP.4: List the potential rewards and risks to starting a business.</i>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
Units 1, 2, 3, 4, 5	Creativity and Innovation: Brainstorming can create new, innovative ideas.	<i>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).</i> <i>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</i>
Units 1, 2, 3, 4, 5	Critical Thinking and Problem-solving: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<i>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)</i> <i>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).</i> <i>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</i>

Units 1, 2, 3, 4, 5	Digital Citizenship: Digital artifacts can be owned by individuals or organizations.	<i>9.4.2.DC.1: Explain differences between ownership and sharing of information.</i> <i>9.4.2.DC.2: Explain the importance of respecting digital content of others.</i>
Units 1, 2, 3, 4, 5	Digital Citizenship: Individuals should practice safe behaviors when using the Internet.	<i>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</i> <i>9.4.2.DC.4: Compare information that should be kept private to information that might be made public</i>
Units 1, 2, 3, 4, 5	Digital Citizenship: An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	<i>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</i>
Units 1, 2, 3, 4, 5	Digital Citizenship: Digital communities allow for social interactions that can result in positive or negative outcomes.	<i>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</i>
Unit 5	Digital Citizenship: Young people can have a positive impact on the natural world in the fight against climate change.	<i>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</i>
Unit 3	Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	<i>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</i>
Units 1, 2, 3, 4, 5	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information that can be searched	<i>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource</i>
Units 1, 2, 3, 4, 5	Information and Media Literacy: Digital tools can be used to display data in various ways.	<i>9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</i>

Units 1, 2, 3, 4, 5	<p>Information and Media Literacy: A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.</p>	<p><i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</i></p>
Units 1, 2, 3, 4, 5	<p>Information and Media Literacy: Information is shared or conveyed in a variety of formats and sources.</p>	<p><i>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</i></p>
Units 1, 2, 3, 4, 5	<p>Technology Literacy: Digital tools have a purpose.</p>	<p><i>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</i> <i>9.4.2.TL.2: Create a document using a word processing application.</i> <i>9.4.2.TL.3: Enter information into a spreadsheet and sort the information.</i> <i>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</i> <i>9.4.2.TL.5: Describe the difference between real and virtual experiences.</i> <i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).</i></p>
Unit 3	<p>Technology Literacy: Collaboration can simplify the work an individual has to do and sometimes produce a better product</p>	<p><i>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</i></p>

Interdisciplinary Connections ([2020 NJSL](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

[English Language Arts Anchor Standards](#)

List appropriate units below for which standards may be addressed

Unit Addressed	Standard #	Standard Description
Units 1, 2, 3, 4, 5	NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Units 1, 2, 3, 4, 5	NJLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Units 1, 2, 3, 4, 5	NJLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Units 1, 2, 3, 4, 5	NJLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Units 1, 2, 3, 4, 5	NJLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Units 1, 2, 3, 4, 5	NJLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
Units 1, 2, 3, 4, 5	NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Units 1, 2, 3, 4, 5	NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Units 1, 2, 3, 4, 5	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Unit 1	NJSLSA.W1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Units 2, 3, 4, 5	NJSLSA.W2.	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.
Units 1, 2, 3, 4, 5	NJSLSA.W3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	NJSLSA.W4.	(Begins in grade 3)
Units 1, 2, 3, 4, 5	NJSLSA.W5.	With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).
Unit 3	NJSLSA.W6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Units 1, 2, 3, 4, 5	NJSLSA.W7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Units 1, 2, 3, 4, 5	NJSLSA.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

	NJSLSA.W9.	(Begins in grade 4)
	NJSLSA.W10.	(Begins in grade 3)
Units 1, 2, 3, 4, 5	NJSLSA.SL1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Units 1, 2, 3, 4, 5	NJSLSA.SL2.	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.
Units 1, 2, 3, 4, 5	NJSLSA.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Units 1, 2, 3, 4, 5	NJSLSA.SL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Units 1, 2, 3, 4, 5	NJSLSA.SL5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Units 1, 2, 3, 4, 5	NJSLSA.SL6.	Speak audibly and express thoughts, feelings, and ideas clearly.
Units 1, 2, 3, 4, 5	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Units 1, 2, 3, 4, 5	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	NJSLSA.L3.	(Begins in grade 2)

Units 1, 2, 3, 4, 5	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Units 1, 2, 3, 4, 5	NJSLSA.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
Units 1, 2, 3, 4, 5	NJSLSA.L6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
Units 1, 2, 3, 4, 5	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
Units 1, 2, 3, 4, 5	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
Units 1, 2, 3, 4, 5	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p><u>Unit 1: Civics, Government, and Human Rights</u></p> <p><i>Holidays</i> - Hispanic Heritage Month, Labor Day, Commodore Barry Day, Constitution Day, Johnny Appleseed, First Day of Autumn</p>	<p>September (~19 days)</p>
<p><u>Unit 1: Civics, Government, and Human Rights</u></p> <p><i>Holidays</i> - Christopher Columbus, Indigenous People Day, Fire Prevention Week, Halloween</p>	<p>October (~19 days)</p>
<p><u>Unit 1: Civics, Government, and Human Rights</u></p> <p><i>Holidays</i> - Election Day, Veterans Day, Thanksgiving</p>	<p>November (~16 days)</p>
<p><u>Unit 2: Economics, Innovation, and Perspectives (Personal Finance)</u></p> <p><i>Holidays</i> - Hanukkah, Kwanzaa, Christmas, First Day of Winter</p>	<p>December (~15 days)</p>
<p><u>Unit 3: History, Culture, and Perspectives</u></p> <p><i>Holidays</i> - New Years, MLK Jr. Day</p>	<p>January (~18 days)</p>
<p><u>Unit 3: History, Culture, and Perspectives</u></p> <p><i>Holidays</i> - President’s Day, Black History Month, Lunar New Year, Groundhog’s Day</p>	<p>February (~18 days)</p>
<p><u>Unit 3: History, Culture, and Perspectives</u></p> <p><i>Holidays</i> - Women’s History, St. Patrick’s Day, First Day of Spring</p>	<p>March (~15-20 days)</p>
<p><u>Unit 4: Friendship, Respect, and Tolerance (Holocaust)</u></p> <p><i>Holidays</i> - Holocaust Remembrance Day, Earth Day, Autism Awareness Month, Arbor Day, EID al - FITR</p>	<p>April (~15-20 days)</p>
<p><u>Unit 5: Geography, People, and the Environment</u></p> <p><i>Holidays</i> - Cinco De Mayo, Mother’s Day, Memorial Day, Asian American and Pacific Islander Heritage Month</p>	<p>May (~18 days)</p>
<p><u>Unit 5: Geography, People, and the Environment</u></p> <p><i>Holidays</i> - Juneteenth, First Day of Summer, Father’s Day, Flag Day</p>	<p>June (~15 days)</p>

Units Scope and Sequence

Unit 1: Civics, Government, and Human Rights

Learning Goals: What do I want my students to learn?

Standards

NJSLS

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.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.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 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.
- 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.

NJSLS - Career Awareness, Exploration, Preparation, and Training

NJSLS - Life Literacies and Key Skills

NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- Learning ways to be a good citizen
- Responsible community members help meet the needs of the community.
- All people are unique and deserve to be treated fairly (human rights).
- Holidays (See pacing guide)

Learning Objectives

Students will be able to...

- Share characteristics of themselves that make us unique.
- Learn what a community helper is and why they are important.
- Identify classroom and school rules.
- Discuss why rules and laws are important.
- Understand that responsible citizens follow rules, laws, treat one another fairly, and contribute to the community.
- Understand what voting is and why it is important.

Unit 2: Economics, Innovation, and Perspectives (Personal Finance)

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#)

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- People have careers (community helpers)
- Income is the money that you can earn
- People make decisions based on their needs and wants
- You have to make choices on when to spend or save money
- People need to have financial responsibility

Learning Objectives

Students will be able to...

- Identify jobs in our community and other sources of income.
- Identify whether something is a need or want.
- Discuss financial goals/savings they could have.
- Describe a budget and what money is spent on.
- Compare and contrast income and expense.
- Demonstrate spending money or buying something.
- Describe community service and how it helps our community.

Unit 3: History, Culture, and Perspectives

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#)

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- We can learn about our country through its symbols, heroes, and holidays.
- Holidays provide an understanding of different cultures and celebrations.
- There are influential people that made an impact on our country.
- There are symbols that represent America.

Learning Objectives

Students will be able to...

- Understand that families are different and have their own special traditions.
- Understand what a holiday is and that they are from different cultures.
- Identify American symbols, what they represent, and discuss their importance.
- Recognize the flag of the United States and what it stands for.
- Read about the achievements of African Americans, Native Americans and Latinos leaders

Unit 4: Friendship, Respect, and Tolerance (Holocaust)

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#)

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

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- No child is born prejudiced, so we need to begin in the earliest grades to teach children the importance of caring for and respecting others.
- Each one of us is unique and needs to be treated with respect and dignity.
- Students will begin to recognize that they can make a positive change by appreciating the unique similarities and differences between us.

Learning Objectives

Students will be able to...

- Identify feelings.
- Separate feelings into “good feelings” and “bad feelings”.
- Use the words “respect”, “similarities” and “differences” to answer questions and make comments.
- Discuss how the reactions of others to one’s physical characteristics have an impact on a character’s concept of self.
- Explain how words can hurt us or can make us feel good.
- Understand what it means to be a good friend.

Unit 5: Geography, People, and the Environment

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#)

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 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).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 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.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- People live in many different locations and that affects the way people live and use resources.
- Maps and globes help people find places.
- People impact the Earth.

Learning Objectives

Students will be able to...

- Use a map key to identify places on a map.
- Identify a map key and what it is used for.
- Explain the difference between maps and globes.
- Describe the physical characteristics of places and regions.
- Compare and contrast rural and urban areas.
- Discuss ways we can impact our planet in a positive way.

Please contact the Content Supervisor for any questions.