

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Kindergarten

Subject: Social Studies

Adoption Date: July 1, 2013

Revision Date: March 24, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1. How can I better understand rules/laws? (3 weeks)</p> <p>2. How can I create a sense of community? (2 weeks)</p> <p>3. How can I understand the parts of a community? (4 weeks)</p>	<p>1. How can I analyze how America became America? (9 weeks)</p>	<p>1. How can I remember to be fair? (5 weeks)</p> <p>2. How can I apply rules? (4 weeks)</p>	<p>1. Why is it important to remember where we live? (9 weeks)</p>
Instructional Materials	<p>Activity Sheets Weekly Reader Issues www.brainpopjr.com www.unitedstreaming.com</p> <p>Trade Books: <i>No David!</i> <i>What if Everybody Did That?</i> <i>I Can Make Good Choices</i></p>	<p>Map of the United States Map of the World Globe Activity Sheets Weekly Reader Issues www.brainpopjr.com www.unitedstreaming.com</p> <p>Trade Books: <i>Christopher Columbus</i></p>	<p>Activity Sheets Weekly Reader Issues www.brainpopjr.com www.unitedstreaming.com</p> <p>Trade Books: <i>Happy Birthday, Martin Luther King</i> <i>America – A Patriotic Primer</i></p>	<p>Map of Wildwood Crest Map of the United States Weekly Reader Issues www.brainpopjr.com www.unitedstreaming.com</p> <p>Trade Books: <i>The Earth and I</i> <i>Introducing Landforms</i></p>

	<p><i>You Are Friendly</i> <i>The Rainbow Fish</i> <i>Community Helpers</i> <i>Flashing Fire Engines!</i></p>	<p><i>The Pilgrim Way</i> <i>Best Thanksgiving Book</i> <i>Ten Fat Turkeys</i> <i>Thanksgiving Day</i> <i>The Night Before Christmas</i> <i>Nine Days to Christmas ~ A Story of Mexico</i> <i>Hanukkah – The Festival of Lights</i> <i>My First Kwanzaa Book</i></p>	<p><i>We The Kids</i> <i>Let's Vote on It!</i></p>	
Activities	<p>Activity One: Students will listen to <i>Community Helpers</i> read aloud and sort community helper jobs during a whole group lesson.</p> <p>Activity Two: Students will listen to <i>Rainbow Fish</i> and role play various good friend/bad friend situations.</p> <p>Activity Three: Students will use Scholastic printables to cut and glue together firefighters.</p>	<p>Activity One: Draw and identify Columbus' three ships – the Nina, the Pinta, and Santa Maria</p> <p>Activity Two: Understand how Native Americans helped Pilgrims adjust to life in the new world</p> <p>Activity Three: Students will listen to <i>Nine Days to Christmas-A Story of Mexico</i> and create a piñata much like the ones in <i>Nine Days of Christmas</i>.</p>	<p>Activity One: Students will trace their own hands using different skin colors to make a friendship wreath.</p> <p>Activity Two: Students will use patterns and paper to make silhouettes of Washington and Lincoln (discuss the President's term in the US)</p> <p>Activity Three: Students will make a voting booth and vote on an activity to play.</p>	<p>Activity One: Students will create a New Jersey Symbols poster.</p> <p>Activity Two: Students will use an inflatable globe to locate land and water.</p> <p>Activity Three: Students will use model clay to create landforms.</p>
Standards	<p>Activity One: 6.1.P.B.1 6.1.P.B.2</p> <p>Activity Two: 6.1.P.A.1</p>	<p>Activity One: 6.1.4.D.14 6.14.D.17</p> <p>Activity Two: 6.1.4.D.14</p>	<p>Activity One: 6.1.4.A.10</p> <p>Activity Two: 6.1.4.D6 6.1.4.D5</p>	<p>Activity One: 6.1.4.B.2 6.1.4.C.2</p> <p>Activity Two: 6.1.4.B.1</p>

	<p>6.1.P.A.2</p> <p>Activity Three: 6.1.P.B.1 6.1.P.B.2</p>	<p>6.14.D.17</p> <p>Activity Three: 6.1.4.D.13 6.14.D.17</p>	<p>Activity Three: 6.1.4.A.7</p>	<p>6.1.4.B.3</p> <p>Activity Three: 6.1.4.B.4</p>
Accommodations and Modifications	<p>English Language Learners: -Use images, diagrams and other visual aids wherever possible (activity one) -Provide hands-on activities and explanations (activity three)</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion</p> <p>Gifted and Talented Students: -Give students opportunities to mentor other students (activity two) -Provide independent learning opportunities</p> <p>Students with 504 Plans: -Students seated in close proximity to the teacher.</p>	<p>English Language Learners: -Reduce amount of work required (activity one) -Provide hands-on activities and explanations</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion (activity three)</p> <p>Gifted and Talented Students: -Give students opportunity to teach other students (activity two) -Allow students to present understanding in different and creative ways (activity three)</p>	<p>English Language Learners: -Use images, diagrams and other visual aids wherever possible (activity two) -Accept participation at any level, even one word</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes -Break assignments into a series of smaller assignments (activity one)</p> <p>Gifted and Talented Students: -Ask student higher level questions (activity three) -Provide opportunities for open-ended, self-directed activities</p> <p>Students with 504 Plans: -Students seated in close proximity to the teacher.</p>	<p>English Language Learners: -Assign a buddy, same language or English speaking -Use images, diagrams and other visual aids wherever possible (activity two) -Use group projects rather than individual work (activity one)</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion</p> <p>Gifted and Talented Students: -Allow students to present understanding in different and creative ways (activity three) -Give students opportunities to mentor other students</p>

	<p>-Students with hearing, visual or cognitive impairment may have extra time.</p> <p>Special Education Students: -Students will be provided with a list of written instructions (activity one) -Use visual representations of charts and diagrams with notes</p>	<p>Students with 504 Plans: -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p> <p>Special Education Students: -Students will be provided with a list of written instructions (activity 2) -Use visual representations of charts and diagrams with notes</p>	<p>-Students with hearing, visual or cognitive impairment may have extra time.</p> <p>Special Education Students: -Students will be provided with a list of written instructions (activity 2) -Use visual representations of charts and diagrams with notes</p>	<p>-Ask student higher level questions</p> <p>Students with 504 Plans: -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p> <p>Special Education Students: -Students will be provided with a list of written instructions -Use visual representations of charts and diagrams with notes (activity one)</p>
Interdisciplinary Connections	Students will sort community helpers jobs. (Math)	Students will create Pinatas to show how holidays are celebrated around the world. (Art)	Students will write about their own dreams in their journals. (Writing)	Students will listen to the read aloud <i>The Earth and I</i> before using the globe to locate land and water. (English Language Arts)
Assessments	<p>Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation</p> <p>Summative: -Class Projects</p>	<p>Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation</p> <p>Summative: -Class Projects</p>	<p>Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation</p> <p>Summative: -Class Projects</p>	<p>Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation</p> <p>Summative: -Class Projects</p>

	Benchmark Assessments: N/A for Kindergarten	Benchmark Assessments: N/A for Kindergarten	Benchmark Assessments: N/A for Kindergarten	Benchmark Assessments: N/A for Kindergarten
21st Century Themes and Skills	CRP8	CRP8	CRP6	CRP6
Life Literacies and Key Skills	9.4.2.CI.1	9.4.2.CI.2	9.4.2.CI.2	9.4.2.CI.2