

Kindergarten

Course: Social Studies Unit of Study: I. School Community		Grade: Kindergarten	Time Frame: September - 4 Weeks
STAGE 1: Desired Results			
21st Century Skills <i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration <i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy <i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility			
NJSLs	Indicator		
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.		
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g. bike helmet, recycling)		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.		
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		

NJSLS - Technology	
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product
8.2.2.E.1	List and demonstrate the steps to an everyday task.

NJSLS - 21st Century Life and Career	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.

MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Our school is a community. 2. Good classmates display the following characteristics: courage, kindness, responsibility, and respect. 3. People in our school help us learn and help us feel part of our school community. 4. Rules are necessary to maintain order, resolve conflicts, and ensure that everyone is treated fairly. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. What is a school community? 2. What is a student's role in school? 3. How do the people in our school help us learn and feel a part of our community? 4. Why do we have rules? Do we need rules?
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ACQUISITION

Knowledge

Students will know...

1. Each individual classroom within a school is its own community.
2. Citizenship is a lifelong endeavor that begins with becoming a contributing member of the school community.
3. Authority figures are responsible for helping us learn and feel part of our community (i.e. parents, teachers, school staff, principal)
4. Rules keep us safe and help us learn.

Skills

Students will be able to...

1. Identify communities within a school.
2. Describe examples of responsible citizenship within the school setting. (i.e. appropriate behavior, following classroom routines, perform classroom jobs)
3. Explain authority figures rules within the school.
4. Identifying rules and why they keep us safe.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative

- Students will share responses through turn and talk.
- Teacher observation

Summative

- Students will describe and draw one classroom routine.
- Students will draw and label an authority figure within school and describe their role.

Alternative

- Students will dictate a classroom routine and authority figure within the school to a teacher.
- Students use task cards to act out solutions to problems that could occur in the classroom. Benchmark
- MAP/STAR 360
- Reading inventories (fluency, decoding, comprehension)

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Establishing classroom rules as a group.
2. Interview school employees to determine what their role in the school community is.
3. Use appropriate literature to enforce the concepts of classroom rules, routines, and procedures.
4. Role play scenarios
5. Utilize morning meetings to reinforce and practice classroom rules and routines.
6. Post daily instructional schedule and explain what will be happening each day to establish routine and expectations.
7. Create a classroom good citizenship program.

Integrated Accommodations and Modifications

ELL

- Diversify groups for role playing activities.
- Post individual schedules (picture cues) and tasks on desks as needed.
- Identify and create a buddy system for diverse learners.
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content) ●

Diversify groups for role playing activities.

- Post individual schedules (picture cues) and tasks on desks as needed.
- Identify and create a buddy system for diverse learners.
- Tiered Vocabulary - Picture support

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Describe examples of responsible citizenship in the school setting	Environmental	Post individual schedules (picture cues) and tasks on desks as needed.

- Diversify groups for role playing activities.
- Post individual schedules (picture cues) and tasks on desks as needed.
- Identify and create a buddy system for diverse learners.

Students At Risk for Failure

- Diversify groups for role playing activities.
- Post individual schedules (picture cues) and tasks on desks as needed.
- Identify and create a buddy system for diverse learners.

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening)	Cognitive Structures
Written Products: Write interview questions for school employees	Problem Solving Strategies
Spoken Products	Values
Constructed Products	Appreciations
Artistic Performances: Diversify groups for role playing activities.	Self-Actualization
Leadership Behaviors: Identify and create a buddy system for diverse learners.	

<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/

		<p>https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differenti a...</p> <ul style="list-style-type: none"> ● Diversify groups for role playing activities. ● Identify and create a buddy system for diverse learners. ● Write interview questions for school employees ● Tiered Vocabulary - concrete to abstract examples 	
<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. ● Actively engage in group activities with purpose and understanding. ● Write/Illustrate informative text to convey ideas. <p>Character Education</p> <ul style="list-style-type: none"> ● Courage ● Responsibility ● Kindness ● Respect 	<p>Technology Integration</p> <p>Use a graphic organizer to brainstorm problems that may occur in the classroom and discuss solutions and possible classroom rules to help solve those problems.</p> <p>Create classroom rules to be posted in the room.</p>	<p>21st Century Life and Career</p> <p>Act out a classroom routine showing responsibility</p> <p>Participate in group discussions regarding class rules and procedures Identify the characteristics of a leader</p>	<p>Resources</p> <p>Classroom Schedule Rules and Routines Charts School Employee Guests Picture Books</p> <ul style="list-style-type: none"> ● What if Everybody Did That? By: Ellen Javernick ● No David! By: David Shannon ● Back to School Rules By: Laurie B. Friedman Online Resources ● https://www.characterlab.org/

Content Specific Vocabulary

Community, School, Citizenship, Authority, Rule, Routine, Courage, Kindness, Responsibility, Respect

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates

<http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS.

<http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing> Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Community, School, Citizenship, Authority, Rule, Routine, Courage, Kindness, Responsibility, Respect
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies
Unit of Study: II. All About Me

Grade: Kindergarten

Time Frame: October - June

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
6.1.P.D.1.	Describe characteristics of oneself, one’s family, and 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.
NJSLS - Technology	

8.1.P.B.1	Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
NJSLS - 21st Century Life and Career	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.

MEANING

Enduring Understandings

Students will understand that...

1. There are different kinds of families, each with unique characteristics.
2. Our differences make us unique and make our families unique.
3. Groups require rules that lead to respect and responsibility for yourself and everyone.
4. People are alike and different.

Essential Questions

Students will keep considering...

1. What is a family?
2. What are the characteristics that make you unique? Your family?
3. What rules are necessary to show respect and responsibility for yourself and everyone?
4. How are people alike and different?

ACQUISITION

Knowledge*Students will know...*

1. Each family is different and unique and care for each other.
2. Families have special ways of doing things.
3. A celebration is a time to be happy about something special.
4. It is important to follow rules, cooperate, and share as an individual and with a group.

Skills*Students will be able to...*

1. Recognize that families care for each other in many ways.
2. Distinguish that each family has a different way of doing things and appreciates these differences.
3. Identify special family celebrations and how extended families gather to follow traditions. (birthdays, anniversaries, weddings, family reunions.
4. Apply importance of following rules, cooperating, and sharing during classroom activities.

STAGE 2: Assessment Evidence**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...***Formative**

- Students will share responses through turn and talk.
- Students share responses to essential questions.
- Teacher observation

Summative

- Students will draw and label a picture of their family.
- Students will verbally tell how they are alike and different within a partnership.

Alternative

- Students will dictate the names of their family members. ●
- Students will identify their unique characteristics. Benchmark
- MAP/STAR 360
- Reading inventories (fluency, decoding, comprehension)

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Pose essential questions.
2. Draw and label a picture of their family.
3. Create a paper doll of themselves with what will distinguish how they are alike and different.
4. Participate in student or star of the week.
5. Discuss a special tradition or celebration from their family.
6. Show and tell about family using a picture from home.
7. Discuss the importance of following the rules, cooperating, and sharing within our families

Integrated Accommodations and Modifications

ELL

- Dictate the members of their family in home language to be translated to English
- Labels in native language and english
- Star of the week presentation in native language/teacher translate to English
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content) ●

Dictate the members of their family.

- Pre-drawn family picture and labels
- Cue student as needed for show and tell
- Work with partner when deciding alike and different
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Distinguish that each family has a different way of doing things and appreciates these differences.	Environmental	Cue student as needed for show and tell

- Cue student as needed for show and tell
- Pre- drawn and cut paper people
- Tiered Vocabulary - Pre-teaching
- **Students At Risk for Failure**

- Paired with a partner for activities
- Pictures of families to use as a model
- Cue students during presentations
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Explore family traditions in other cultures.	Cognitive Structures
Written Products	Problem Solving Strategies
Spoken Products	Values
Constructed Products: Create a family tree with their family members.	Appreciations
Artistic Performances	Self-Actualization
Leadership Behaviors	

<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/

https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf

https://www.eiseverywhere.com/.../62fdb5cbc010f6031e632707a9fe987_Differentia...

- Create a family tree with their family members.

- Explore family traditions in other cultures.
- Tiered Vocabulary - concrete to abstract examples

<p>Interdisciplinary Connections Language Arts</p> <p>Ask and answer questions about key details in a text.</p> <p>Describe the connection between two individuals, events, or ideas</p> <p>Use technology, including the Internet, to produce and publish writing/drawing</p>	<p>Technology Integration</p> <p>Have families email a family picture taken by their child to use for show and tell on the smartboard</p> <p>Create a picture story collage using pictures of things their families like to do</p>	<p>21st Century Life and Career</p> <p>Identify and share your responsible role in the family</p> <p>Participate in group discussions regarding family dynamics and how we are alike and different.</p> <p>Identify the characteristics you bring to your family unit</p>	<p>Resources</p> <p>Family picture taken by student Star Student of the Week Smartboard Teachers Pay Teachers Free All About Me Picture Books</p> <ul style="list-style-type: none"> ● Paper doll project “Special Me” by Dr. Jean Feldman on Dr. Jean and Friends ● Whoever You Are By: Mem Fox ● I Like Myself By: Karen Beaumont ● One Family By: George Shannon Online Resources
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Content Specific Vocabulary

Family, mother, father, sister, brother, share, care, help, celebrate, friends, cooperate, rules

ELL

Tiered Vocabulary

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Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

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Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Family, mother, father, sister, brother, share, care, help, celebrate, friends, cooperate, rules
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies
Unit of Study: III. Native Americans

Grade: Kindergarten

Time Frame: November/December 8 Weeks

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
NJSLS - Technology	
8.1.P.A.1	Use an input device to select an item and navigate the screen

8.1.P.A.2	Navigate the basic functions of a browser. Select and use applications effectively and productively.
8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.

NJSLS - 21st Century Life and Career	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.

MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. <i>Native American culture played an important role in the history of our country.</i> 2. <i>Exploration was a means of discovery and a way of changing & exchanging ideas, goods, and culture.</i> 3. <i>Understand that there are similarities between our lives today and the lives of Native Americans long ago.</i> 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. <i>How did Native Americans live before explorers found a new land?</i> 2. <i>How can you explore your world?</i> 3. <i>What are the similarities and differences between the Native American culture and our own?</i>
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ACQUISITION

Knowledge*Students will know...*

1. *Native Americans had specific food, clothing and shelter that was available to them.*
2. *Explorers are people who go first and discover a new place.*
3. *Native Americans lived, worked, and played.*

Skills*Students will be able to...*

1. *Identify types of food, clothing, and shelter the Native Americans used.*
2. *Identify and discuss the role of an explorer.*
3. *Explain how Native Americans lived, worked, and played*

STAGE 2: Assessment Evidence**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...***Formative**

- Students will share responses through turn and talk.
- Students share responses to essential questions.
- Teacher observation

Summative**Alternative**

- Students will dictate the type of shelter used by Native Americans.
- Students will create a diorama of a Native American shelter.

Benchmark

- MAP/STAR 360

- Students will draw and label the type of shelter used by Native Americans.
- Students will draw and label the similarities and differences between the Native Americans and our culture today.

- Reading inventories (fluency, decoding, comprehension)

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Pose essential questions.
2. Draw and label the type of shelter used by Native Americans.
3. Draw and label the similarities and differences of Native American culture and ours today.
4. Identify and draw Native American symbols that were used to write.
5. Recreate the first Thanksgiving.
6. Compare and contrast pictures of Thanksgiving then and now.

Integrated Accommodations and Modifications

ELL

- Dictate the similarities and differences of Native Americans and our culture today.
- Labels in native language and english
- Draw a picture of the first Thanksgiving
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Dictate the similarities and differences of Native Americans and our culture today.
- Identify the types of shelters and label the parts with matching pictures
- Draw a picture of the first Thanksgiving
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Compare/Contrast	Presentation	Organize picture cards indicating understanding of 'now' and 'then'

- Organize picture cards indicating understanding of 'now' and 'then'
- Draw and /or create shelter using different materials ● Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Paired with a partner for activities
- Organize picture cards indicating understanding of ‘now’ and ‘then’
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening)	Cognitive Structures
Written Products: Use a Venn Diagram to organize written similarities and differences	Problem Solving Strategies Use Native American symbols to decode what was written or write a new message
Spoken Products	Values
Constructed Products: Create a structure of a Native American Shelter/Village.	Appreciations
Artistic Performances	Self-Actualization
Leadership Behaviors	

<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>
https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/
https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf
https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differentiated...

- Create a structure of a Native American Shelter/Village.

- Use Native American symbols to decode what was written or write a new message

		<ul style="list-style-type: none"> ● Use a Venn Diagram to organize written similarities and differences ● Tiered Vocabulary - concrete to abstract examples 	
Interdisciplinary Connections Language Arts <ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. ● Write/Illustrate with detail about key topics. ● Use technology, including the Internet, to produce and publish writing/drawing 	Technology Integration <ul style="list-style-type: none"> ● Locate picture of the First Thanksgiving for comparing and contrasting. ● Navigate the browser to locate Native American symbols. 	21st Century Life and Career <p>Apply academic knowledge of Native American history to the projects we work on.</p> <p>Participate in group discussions to compare and contrast Native Americans and our culture today.</p> <p>Identify the impact the decisions the Native Americans made on our culture today.</p>	Resources <p>Family picture taken by student Smartboard</p> <p>Picture Books</p> <ul style="list-style-type: none"> ● Thanksgiving Day By: Anne Rockwell ● The Pilgrims First Thanksgiving By: Ann McGovern ● If You Were At The First Thanksgiving By: Anne Kamma ● One Family By: George Shannon <p>Online Resources</p> <ul style="list-style-type: none"> ● Teachers pay teachers free native american resources

Content Specific Vocabulary

Native Americans, Pilgrims, settler, culture ,food, clothing, shelter, community, environment

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates

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graphic organizers, assign reading partners, use think-pair-share TPS.

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Tier Two	Native Americans, Pilgrims, settler, culture ,food, clothing, shelter, community, environment
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies
Unit of Study: IV. Our Nation

Grade: Kindergarten

Time Frame: Start: September - June

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
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.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.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
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.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
NJSLS - Technology	
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities
8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.2.2.B.1	Identify how technology impacts or improves life.
NJSLS - 21st Century Life and Career	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.

MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. There are symbols that are unique to the United States. 2. People can be different based on their culture 3. Recognize the characteristics of a good citizen. 4. Each holiday is celebrated in a unique way. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. What United States Symbols can you name? 2. How are people different? 3. What are characteristics of a good citizen? 4. What are the reasons people celebrate holidays?
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ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Symbols are an important part of our country. 2. We have symbols for specific reasons. 3. A citizen of our country must be responsible. 4. Citizens take turns, share, cooperate, and respect others. 5. Our president lives and works in an important place. 6. We celebrate many holidays for different reasons. 	<p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify important symbols that stand for our country. 2. Describe why we have symbols and identify their meanings. 3. Identify that good citizenship includes individual responsibility and patriotism. 4. Demonstrate that a good citizen takes turns, cooperates, respects others, and shares. 5. Identify where the president of the United States lives and works. 6. Name at least two holidays and identify how they are celebrated.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative</p> <ul style="list-style-type: none"> ● Students will share responses through turn and talk. ● Students share responses to essential questions. 	<p>Alternative</p> <ul style="list-style-type: none"> ● Students will dictate what it means to be a good citizen.
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<p>Summative</p> <ul style="list-style-type: none"> ● Teacher observation ● Students will identify an important symbol and describe what it stands for. ● Students will draw/write what it means to be a good citizen. ● Students will identify a holiday and explain how it is celebrated. 	<p>Benchmark</p> <ul style="list-style-type: none"> ● Students will create a project based on their favorite holiday. ● MAP/STAR 360 ● Reading inventories (fluency, decoding, comprehension)
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Pose essential questions.
2. Draw/write what it means to be a good citizen.
3. Journal write/draw about their favorite holiday and present it to the class.
4. Practice the pledge of allegiance and some of our nation's songs.
5. Participate in a voting experience in class.
6. Identify where the united states is on the map.
7. Create a computer slide using pictures of our nation's symbols.
8. Formulate a written response to "If I Were a President. . . "

Integrated Accommodations and Modifications

ELL

- Dictate the what it means to be a good citizen
- Labels in native language and english
- Use a bilingual picture dictionary
- Draw a picture of favorite holiday
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Dictate to a scribe what it means to be a good citizen
- Draw and label a favorite holiday and present to the class with support
- Color code United States on a map
- Oral response to "If I were a President..."
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

<http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
An understanding of holidays and how they are celebrated	Presentation	Draw and label a favorite holiday and present to the class with support

- Draw and label a favorite holiday and present to the class with

support

- Color code United States on a map
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Paired with a partner for activities
- Lead the class Pledge of Allegiance
- Provide positive reinforcement for displays of classroom citizenship
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Use a map of the United States to locate particular states	Cognitive Structures
Written Products: Journal/write/draw about two major holidays and present to the class	Problem Solving Strategies
Spoken Products: Journal/write/draw about two major holidays and present to the class	Values
Constructed Products: Create a ballot that will be used for voting	Appreciations
Artistic Performances	Self-Actualization

Leadership Behaviors	
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		<p>http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/ https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/ https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987 Differenti a...</p> <ul style="list-style-type: none"> ● Use a map of the United States to locate particular states ● Create a ballot that will be used for voting ● Journal/write/draw about two major holidays and present to the class ● Tiered Vocabulary - concrete to abstract examples 	
<p>Interdisciplinary Connections Language Arts Ask and answer questions about key details in a text. Write/Illustrate with detail about key topics. Use technology, including the Internet, to produce and publish writing/drawing</p>	<p>Technology Integration Locate pictures of our nation’s symbols. Collaborate with peers to play interactive games regarding our nation and holidays. Identify and discuss how technology has changed our lives over time.</p>	<p>21st Century Life and Career With a turn and talk partner discuss how to be a responsible citizen. Participate in group discussions to identify our nation's symbols and their meanings. Identify the impact we make on our country.</p>	<p>Resources Family picture taken by student Smartboard Picture Books</p> <ul style="list-style-type: none"> ● The White House By; Robert Sabuda ● If I Were President By: Catherine Stier ● I Am America By: Charles R. Smith <p>Online Resources</p> <ul style="list-style-type: none"> ● Teachers pay teachers free our nation resources ●

Content Specific Vocabulary

holiday, celebrate, citizen, vote, law, symbols, explorers, ships, discover

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates

<http://www./pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	holiday, celebrate, citizen, vote, law, symbols, explorers, ships, discover
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: Kindergarten

Time Frame: Start: February/March 8 weeks

Unit of Study: V. Community Helpers and Economics

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
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
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
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. C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4. C.9	Compare and contrast how access to and use of resources affects people across the world differently.

6.1.4. C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
NJSLS - Technology	
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
NJSLS - 21st Century Life and Career	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job
9.1.2.FP.2	Differentiate between financial wants and needs
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.DC.2	Explain the importance of respecting digital content of others.
MEANING	

Enduring Understandings*Students will understand that...*

1. Community helpers make a positive impact on the community.
2. Goods and services are provided based on a community's needs and wants.
3. People have jobs to earn money to purchase goods and services.
4. People have wants and needs.
5. Many people work in our community to provide service.

El Questions*will keep considering...**Students* How does a community helper make a positive impact?

1. How do people obtain what they need and want?
2. How do people in a community depend on each other?
3. What is the difference between wants and needs?
4. Who works in your community?
- 5.

ACQUISITION

Knowledge*Students will know...*

1. Community helpers have important roles and jobs in our community.
2. People have job titles and provide service where needed for their community and home.
3. People in a community work to make money to obtain what they want and need.
4. All jobs in a community are important because people depend on each other.
5. A Want - Things that people would like to have but do not need. A Need - Things people must have to live.
6. Many important people work in our community.

Skills*Students will be able to...*

1. Describe important jobs and roles that people have in a community.
2. Match a job title with a description of the work involved and identify the occupation of people at school, in the community, and at home.
3. Recognize the relationship between money and work and explain that volunteers are people who work for no money.
4. Recognize that all jobs are significant.
5. Identify the difference between wants and needs.
6. Describe people who work in your community.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative</p> <ul style="list-style-type: none"> ● Students will share responses through turn and talk. ● Students share responses to essential questions. ● Teacher observation <p>Summative</p> <ul style="list-style-type: none"> ● Students will identify important community helpers. ● Students will draw/write the difference between a want and need. ● Students will list many job titles in their community. ● Students will draw/write about what they want to be when they grow up. 	<p>Alternative</p> <ul style="list-style-type: none"> ● Students will dictate important community helpers.. ● Students will create a project on the difference between wants and needs. <p>Benchmark</p> <ul style="list-style-type: none"> ● MAP/STAR 360 ● Reading inventories (fluency, decoding, comprehension)
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Pose essential questions.
2. Journal write/draw about their favorite community helper’s responsibility.
3. Community helper guest speakers.
4. Dramatize what community helpers do.
5. Make a list of classroom needs and wants.
6. Make a “Classroom Alphabet Job” book by helping children write the name of an occupation under a picture for their alphabet letter.
7. Make a list of jobs in their community.

Integrated Accommodations and Modifications

ELL

- Draw a community helper
- Work with a partner to list responsibilities of community helpers
- Use a bilingual picture dictionary
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Dictate and draw a picture of what a community helper is.
- Work with a partner to list responsibilities of community helpers
- Ask a question to the community speaker
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Describe important jobs and roles that people have in a community.	Evaluation	Work in a small group to identify the difference between wants and needs.

- Act out what they want to be when they grow up
- Work in a small group to identify the difference between wants and needs.
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Paired with a partner for activities
- Encourage student to display leadership when fulfilling classroom jobs
- Act out what they want to be when they grow up
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products: Make a "Classroom Alphabet Job" book by helping children write the name of an occupation under a picture for their alphabet letter.	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Create a project based on what they want to be when they grow up.	Appreciations Write a Thank You letters to community helpers
Artistic Performances: Act out what they want to be when they grow up.	Self-Actualization
Leadership Behaviors	

<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>
https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/
https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf
[https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differenti a...](https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differenti_a...)

- Create a project based on what they want to be when they grow up.

- Act out what they want to be when they grow up.
- Make a “Classroom Alphabet Job” book by helping children write the name of an occupation under a picture for their alphabet letter.
- Write a Thank You to community members
- Tiered Vocabulary - concrete to abstract examples

<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> ● Respond to key details in a text through writing/drawing. ● Write/Illustrate with detail about key topics. ● Ask and Answer questions in order to get information. <p>Science</p> <ul style="list-style-type: none"> ● Describe how humans impact the environment. ● Identify natural resources and manmade materials. 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Identify products created due to technology. ● Demonstrate how reusing products affects our community. ● Discuss how our wants and needs have changed as technology has evolved. 	<p>21st Century Life and Career</p> <p>With a turn and talk list important community helpers.</p> <p>Participate in group discussions to identify wants and needs.</p> <p>Investigate traditional and nontraditional jobs.</p> <p>Identify the skills we are learning today that will help shape our future as a community helper in the future.</p>	<p>Resources</p> <p>Community Helper Guest Speakers Smartboard Picture Books</p> <ul style="list-style-type: none"> ● Career Day by Anne Rockwell ● The Night Worker by Kate Banks ● Curious George Takes a Job by H.A. Rey ● Office Buckle and Gloria by Peggy Rathmann Online Resources ● Teachers pay teachers free our nation resources
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Content Specific Vocabulary

Needs, wants, work, jobs, money, save, shelter, worker, firefighter, police officer, tools, goods, services, volunteer, resource, factory, producers, consumers, primary sources, occupation

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www./pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Needs, wants, work, jobs, money, save, shelter, worker, firefighter, police officer, tools, goods, services, volunteer, resource, factory, producers, consumers, primary sources, occupation
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies
Unit of Study: VI. Geography

Grade: Kindergarten

Time Frame: Start: April/May 8 Weeks

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
6.1. P.B.1	Develop an awareness of the physical features of the neighborhood/ community.
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.
6.1.4. 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.
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.
6.1.4. B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.3.4. A.4	Communicate with students from various countries about common issue of public concern and possible solutions.
NJSLS - Technology	
8.1. P.E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.1. 2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
8.1.2. B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich-resources

NJSLS - 21st Century Life and Career		
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.DC.2	Explain the importance of respecting digital content of others.	
MEANING		
<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. People live in neighborhoods nearby and far away. 2. Maps and globes are resources that help us locate our region and beyond. 3. Earth has a variety of geographical features. 4. People impact the environment they live in and explore the world. 5. People and animals are different around the world. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. Where do you live? 2. How do people utilize maps and globes? 3. What are Earth's geographical features? 4. How can you help protect the environment and explore the world? 5. How do people and animals differ around the world? 	
ACQUISITION		

<p>Knowledge</p> <p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Each person lives in a specific place on our Earth that can be located with a map. 2. People live in regions on our Earth. 3. There are many different types of maps and they are used to locate places. 4. A globe is a model of our Earth used to locate places. 5. A globe is used to identify places on our Earth and a map can be used to identify and model specific land, cities, important places, and buildings. 6. Earth has land made up of valleys, mountains, plains, and hills. 7. Earth has water made up of streams, rivers, lakes, and oceans. 8. People can impact the Earth both positively and negatively. 9. People can explore the world traveling by car, train, boat, and planes. 10. Animals and people differ around the <i>world</i>. 	<p>Skills</p> <p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Use a map to locate the city, state and country they live in. 2. Use a map to locate the region in which you live. 3. Identify different types of maps and what they are used for. 4. Describe what a globe is and what it is used for. 5. Identify the differences between a map and globe. 6. Identify landforms (valley, mountain, plain, and hill) and waterways (stream, river, lake, and ocean) on Earth. 7. Compare and contrast land and water forms. 8. Describe the impact that people have on the environment and describe how people can protect our earth. 9. Explore the different regions where animals and people live. 10. Compare and contrast people, homes and animals around the world.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative</p> <ul style="list-style-type: none"> ● Students will share responses through turn and talk. ● Students share responses to essential questions. ● Teacher observation <p>Summative</p> <ul style="list-style-type: none"> ● Students will identify the differences between a map and globe. ● Students will draw/write the difference between land and water. ● Students will list a place they would like to travel to. ● Students will draw/write about the differences of homes and animals around the world. 	<p>Alternative</p> <ul style="list-style-type: none"> ● Students will dictate the difference between a map and globe. ● Students will create a landform project. Benchmark ● MAP/STAR 360 ● Reading inventories (fluency, decoding, comprehension)
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Pose essential questions.
2. After reading Me on the Map allow students to explore globes and maps.
3. Locate the U.S. on the map and identify NJ.
4. Make a class scrapbook about a place they or their parents have visited. Encourage them to bring in photos, postcards, or draw and label. Bind the pages together with the cover "Places We Have Been."
5. Use pre-cut shapes to create a home. Have an adult write the student address on the back to practice reading orally.
6. As a whole-class, create a map of the classroom on a large poster paper.
7. Make clay or playdough models of different landforms.
8. Discuss different places and environments such as the farms, beaches, and woods.
9. Bring in different types of maps to show and share with the class.

Integrated Accommodations and Modifications

ELL

- Locate native country on the globe
- Work with a partner to show native country in comparison to US ● Use a bilingual picture dictionary
- Label places and environments in native and English language
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Dictate and draw a picture of different landforms
- Work with a partner to locate US on a map and identify NJ
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Voice recording of student address	Presentation	

- Small group to create a classroom map
- Pick from to landforms to make a model
- Record voice of saying address -listen and practice
- .
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Simplify and repeat instructions
- Use varied materials to create one type of landform
- Record student address to listen and practice
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Organize the characteristics of various places in the environment
Written Products: Identify and research a region in which you would like to travel to.	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Create a landform or water project.	Appreciations Identify and research a region in which you would like to travel to.
Artistic Performances:	Self-Actualization

Leadership Behaviors	
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<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/

	<p>https://gifted.uconn.edu/wp-content/uploads/sites/961/.../Curriculum_Compacting.pdf https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differentia..</p> <ul style="list-style-type: none"> • Create a landform or water project. • Identify and research a region in which you would like to travel to. • Organize the characteristics of various places in the environment • Tiered Vocabulary - concrete to abstract examples 		
<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Write/Illustrate with detail about key topics. • Ask and Answer questions in order to get information. Science • Identify human impacts on the Earth and how we can conserve resources. 	<p>Technology Integration</p> <ul style="list-style-type: none"> • Use Google Earth to identify where we live. • Discuss a problem that our world is facing and research ways we can solve this problem. • Demonstrate an understanding of other places that people live through research. 	<p>21st Century Life and Career</p> <p>In a group discussion list problems we are having in the world today and how we could solve these problems.</p> <p>Participate in group discussions to identify the similarities and differences to how we live and others live on Earth.</p> <p>Investigate different maps in centers and identify what they are used for.</p> <p>Identify simple symbols on a map.</p>	<p>Resources</p> <p>Community Helper Guest Speakers Smartboard Picture Books</p> <ul style="list-style-type: none"> • Me on the Map by Joan Sweeny • Town Mouse Country Mouse by Jan Brett • Rosie’s Walk by Pat Hutchins • Home by Catherine Anholt • Red, White, and Blue by Susan Canizares • My Country ‘Tis of Thee by Scholastic • There’s a Map on My Lap by Dr. Seuss <p>Online Resources</p> <ul style="list-style-type: none"> • Teachers pay teachers free geography resources • Google Earth

Content Specific Vocabulary

Earth, land, water, stream, valley, lake, plain, river, mountain, ocean, hill, globe, continent, model, neighborhood, shelter, map symbol, map key, region, city, farm, pollution, environment, habitat, school, town, house, state, country

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates

<http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign

reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Earth, land, water, stream, valley, lake, plain, river, mountain, ocean, hill, globe, continent, model, neighborhood, shelter, map symbol, map key, region, city, farm, pollution, environment, habitat, school, town, house, state, country
Tier Three	Teacher will determine words based on the need of the student

