

**Big Idea:** People and Places change over time

<i>Content: Social Studies</i>		<i>Grade: Kindergarten</i>		<i>Unit 5: Time Goes By</i> <i>Unit Time Frame: Feb 9- Mar 14</i>			
Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	College and Career Readiness Standards:	CCCS	Text
<p>1. What did you do yesterday? What will you do tomorrow?</p> <p>2. What happens in November?</p> <p>3. Which season comes after spring?</p>	<p><b>1. Start with a Poem “ And Suddenly Spring” -sequence</b></p> <p><b>2. Yesterday, Today and Tomorrow</b> - <b>Chart and graph skills</b> - <b>Calendar</b></p> <p><b>3. Months of the year</b>  -<b>year calendar</b></p> <p><b>4. Change over Time</b> -<b>biography 2 presidents</b></p>	<p>1. Students will learn to use visuals to determine word meanings</p> <p>2. Students will learn to recognize things that can be sorted</p> <p>3. Students will learn to recite and extend a nursery rhyme</p> <p>4. Students will learn to match a job title to a description</p> <p>5. Students will learn to identify the occupation of people at</p>	<p>Change Yesterday Tomorrow Month Week Day Calendar Year Season honesty</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Home projects</p>	<p><u>Reading</u> Integration of Knowledge and Ideas: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>Writing</u> Production and Distribution of Writing: 6. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.</p>	<p><b>NJ.6.1. Social Studies Skills:</b> All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics. <b>6.1.A. Social Studies Skills</b> <b>6.1.A.1.</b> Explain the concepts of long ago and</p>	<p>Social Stud Our Wo Now and Lo Ago</p>

		<p>school, community and home</p> <p>6. Students will learn to understand and read a picture graph</p> <p>7. Students will learn to recognize that tools have changed over time</p> <p>8. Students will learn to explain why people have jobs and the jobs impact their lives, families, communities</p> <p>9. Students will learn to recognize the relation between money and work.</p> <p>10. Students will learn to identify U.S currency</p> <p>11. Students will learn the</p>			<p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>Presentation of Knowledge and Ideas:</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English</p>	<p>far away.</p> <p><b>6.1.A.2.</b> Apply terms related to time including past, present, and future.</p> <p><b>6.1.A.3.</b> Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).</p> <p><b>6.1.A.4.</b> Retell events or stories with accuracy and appropriate sequencing.</p> <p><b>6.1.A.5.</b> Develop simple timelines.</p> <p><b>NJ.6.5. Economics: All students will acquire an understanding of key economic</b></p>
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		<p>definition of a volunteer.</p> <p>12. Students will learn how people use the environment</p> <p>13. Students will learn how people get food</p> <p>14. Students will learn to recognize that all jobs are significant</p> <p>15. Students will know how to use visuals and be able to determine word meanings</p> <p>16. Students will know how to sort things and recognize the differences</p> <p>17. Students will know how to recite a nursery rhyme and be able to extend it</p> <p>18. Students will know how to match a job title to a description and be able to identify the</p>			<p>when indicated or appropriate.</p> <p><u>Language</u></p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.</p> <p>Vocabulary acquisition and use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><b>principles.</b></p> <p><b>6.5.A. Economic Literacy</b></p> <p><b>6.5.A.1.</b> Identify the basic goods and services a family needs for everyday life.</p> <p><b>6.5.A.2.</b> Explain how the products individuals eat, wear, and use impact their health and safety and the environment.</p> <p><b>6.5.A.3.</b> Identify various forms of currency (e.g., penny, nickel, quarter, dollar).</p> <p><b>6.5.A.4.</b> Explain what it means to 'save' money.</p> <p><b>6.5.B. Economics and Society</b></p> <p><b>6.5.B.1.</b> Identify</p>	
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		<p>occupation of people at school, home and community</p> <p>19. Students will know how to read a picture graph and be able to understand how to create a graph</p> <p>20. Students will know how to explain why people have jobs and be able to identify how the jobs impact their families, lives, and communities</p> <p>21. Students will know how to recognize the relation between money and work and be able to identify U.S. currency</p> <p>22. Students will know how to define a volunteer and be able to give examples</p> <p>23. Students will know how people use their environment and will be able to</p>				<p>various jobs and explain how workers in these jobs receive income for their work.</p> <p><b>6.6.D. Human Systems</b></p> <p><b>6.6.D.1.</b> Identify the types of transportation used to move goods and people.</p> <p><b>6.6.D.2.</b> Identify the modes of communication used to transmit ideas.</p>	
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		give examples of how they get their food					
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