

Big Idea: People can learn from stories about the past

| <i>Content: Social Studies</i> | | <i>Grade: Kindergarten</i> | | Unit 6: Stories of the Past <i>Unit Time Frame: March 15- May 23</i> | | | |
|--|--|---|--|--|---|---|---|
| Essential Questions: | Content: | Skills: | Key Terms: | Assessment: | College and Career Readiness Standards: | CCCS | Text |
| <p>1. What did What are some American holidays? Why do we celebrate Thanksgiving?</p> <p>2. How did families get food and water in the past? How was life in the past different from your life?</p> <p>3. Who are your ancestors</p> | <p>Unit Preview</p> <p>1. American Holidays</p> <p>-Read a time line; citizenship freedom festival</p> <p>2. Colonial Life</p> <p>-Tell fact from fiction</p> <p>Primary sources- clues from the past</p> <p>3. Family History</p> <p>-story telling</p> <p>4. Making history</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>Holiday</p> <p>Thanksgiving</p> <p>Time line</p> <p>Present</p> <p>Past</p> <p>Future</p> <p>Fact</p> <p>Fiction</p> <p>History</p> <p>Ancestor</p> <p>Current events</p> | <p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Home projects</p> | <p><u>Reading</u></p> <p>Integration of Knowledge and Ideas:</p> <p>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></p> <p>Production and Distribution of Writing:</p> <p>6. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.</p> | <p>NJ.6.1. Social Studies Skills: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.</p> <p>6.1.A. Social Studies Skills</p> <p>6.1.A.1. Explain the concepts of long ago and</p> | <p>Social Stud</p> <p>Our Wo</p> <p>Now and Lo</p> <p>Ago</p> |

| | | | | | | |
|---|--|---|--|--|---|--|
| <p>4. Why are current events important?</p> | <p>-describe major events from past and present</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>6.1.A.2. Apply terms related to time including past, present, and future.</p> <p>6.1.A.3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).</p> <p>6.1.A.4. Retell events or stories with accuracy and appropriate sequencing.</p> <p>6.1.A.5. Develop simple timelines.</p> <p>NJ.6.5. Economics: All students will acquire an understanding of key economic</p> |
|---|--|---|--|--|---|--|

| | | | | | | | |
|--|--|--|--|--|--|---|--|
| | | <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>principles.</p> <p>6.5.A. Economic Literacy</p> <p>6.5.A.1. Identify the basic goods and services a family needs for everyday life.</p> <p>6.5.A.2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.</p> <p>6.5.A.3. Identify various forms of currency (e.g., penny, nickel, quarter, dollar).</p> <p>6.5.A.4. Explain what it means to 'save' money.</p> <p>6.5.B. Economics and Society</p> <p>6.5.B.1. Identify</p> | |
|--|--|--|--|--|--|---|--|

| | | | | | | | |
|--|--|---|--|--|--|---|--|
| | | <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>6.6.D. Human Systems</p> <p>6.6.D.1. Identify the types of transportation used to move goods and people.</p> <p>6.6.D.2. Identify the modes of communication used to transmit ideas.</p> | |
|--|--|---|--|--|--|---|--|

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | give examples of how they get their food | | | | | |
|--|--|--|--|--|--|--|--|