

Long Beach Island Consolidated School District Curriculum Guide

Grade: K

Content Area: Social Studies

Introduction:

Students in Kindergarten Social Studies will complete three units that introduce citizenship and the function of a community. Different traditions, customs, and holidays; groups of people around the world; and geographical location of where students live will be covered. Local community including maps of the local environment will be studied. All Social Studies units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018
Revised On: July 1, 2019
Revised By: C. Sheplin

Recommended Pacing Guide	
Unit 1: Citizenship and Working Together in a Community	60 days
Unit 2: Understanding Holidays, Customs & Traditions	55 days
Unit 3: Where We Live/Geography	55 days

Unit 1: Citizenship and Working Together in a Community	Duration: 60 days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Supporting Standards:

- 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.
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
- 6.3.4.A.1 Evaluate what makes a good rule or law.

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- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.K.2. 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.

Math

- K.CC.B.4.a Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Social Studies Skills:

- **Chronological Thinking**
 - Explain how the present is connected to the past.
- **Spatial Thinking**
 - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Critical Thinking**
 - Distinguish fact from fiction.
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/ written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
 C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● On-going teacher observations ● Student performance ● Completion of classwork ● Citizenship: Home, School, Community Project ● Student responses during class discussions ● Cooperative learning groups ● Exit tickets 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● On-going teacher observations ● Student performance checklist ● Local Community Items Grab Bag ● Group Projects
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects and Presentations ● Unit Tests 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Rules help people live together in a community. 	<p>Essential Questions:</p>
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<ul style="list-style-type: none"> ● Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school. ● A citizen votes to share an opinion or choice. ● Everyone is unique in their own way. ● Every family member has an important role. ● Community workers such as firemen and policemen keep us safe. ● Many community helpers are found on Long Beach Island. ● There are many needs to a community and many individuals contribute in some way to meet those needs. 	<ul style="list-style-type: none"> ● What is a rule and why is it important to follow rules in school, at home, and in our community? ● How do I show I am a responsible citizen of my classroom and school? ● Even though families are the same, how are they different? ● What kinds of jobs do people do in our community? ● Why do we need community helpers?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Family Portrait ● Family Tree ● Spanish Family Description ● Anchor Charts ● Scholastic News ● Being a Good Citizen Anchor Chart ● Working Well in Partners/Groups Discussion ● Helping Others Activity ● Rules At School Chart ● Interactive Boards ● Go Noodle ● Get Epic online library 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>Franklin's Neighborhood</i> by Paulette Bourgeois ● <i>Uptown</i> by Bryan Collier ● <i>Next Stop Grand Central</i> by Maira Kalman ● <i>Chrysanthemum</i> by Kevin Henkes ● <i>Whistle for Willie</i> by Ezra Jack Keats ● <i>Tar Beach</i> by Faith Ringgold
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<p>Amistad Resources: <u>Bringing the Rain to Kapiti Plain</u> Aardema, Verna <u>Five Bold Freedom Fighters</u> Hudson, Wade <u>Who's in Rabbit's House?: A Masai Tale</u> Aardema, Verna <u>A Picture Book of Martin Luther King, Jr</u> Adler, David <u>A Picture Book of Harriet Tubman</u> Adler, David K <u>Ten, Nine, Eight</u> Bang, Molly</p>
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Holocaust Resources:

[A Picture Book of Anne Frank](#) Adler, David A

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with student on progress during projects or long assignments

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

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<ul style="list-style-type: none"> ● Providing needed academic resources (paper, pencils, computer time) ● Helping students to set goals and build goal-setting skills ● Place more importance on attitude, effort, and strategy <p>Culturally Diverse:</p> <ul style="list-style-type: none"> ● Involve families in student learning ● Respect cultural traditions ● Provided students with necessary academic resources and materials ● Allow for alternative assignments ● Provide visuals ● Assign peer tutor ● Collaborate with language professionals and ESL teachers ● Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English. ● Establish a positive connection with parent ● Utilize closed captioning when available ● Provide road maps or outlines for difficult concepts ● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged ● Display a word wall with current academic vocabulary in each subject ● Speak clearly and slowly, avoid slang and idiomatic expressions ● Create a nurturing environment with structured routines

Unit 2: Understanding Holidays, Customs & Traditions	Duration: 55 days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 	
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 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.P.D.2 Demonstrate an understanding of family roles and traditions 	

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- 6.1.P.D.3 Express individuality and cultural diversity (e.g. through dramatic play)
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Primary Interdisciplinary Connections:

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.K.2. 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

Social Studies Skills

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Spatial Thinking**
 - Determine locations of places and interpret information available on maps and globes.
- **Critical Thinking**
 - Distinguish fact from fiction.
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/ written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct

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knowledge and develop innovative products and process using technology.

- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Orally describe how December celebrations are similar and different ● On-going teacher observations ● Different Holidays Around the World Brief Overview ● Completion of tasks and projects ● Student responses during class discussions ● Anchor charts 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Student responses and participation ● KWL charts
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects and Presentations ● Unit Tests 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Martin Luther King Jr., past presidents and current president of the United States are very important famous Americans. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What famous Americans helped make our country great?
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<ul style="list-style-type: none"> ● Key historical events and individuals led to the development of our nation. ● One should treat others in the same way. ● Holidays help us remember the past. ● Families celebrate holidays by incorporating family traditions. ● Different cultures celebrate in different ways. ● One should respect others that celebrate in different ways. 	<ul style="list-style-type: none"> ● Why do we celebrate patriotic holidays such as Martin Luther King Jr. Day and President's Day? ● What does fairness and equality mean? ● How do holidays and customs reflect our country's values and traditions? ● How do different families celebrate? ● What American celebrations and traditions do I participate in? What do you do?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Posters ● Songs ● Get Epic online library ● Illustrate and write about favorite holiday ● Create a class book ● Discussion of different holidays celebrated throughout the year ● Discussion of traditions/customs practiced ● Various Holiday projects ● Anchor charts 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>Pilgrims at Plymouth</i> by Susan E. Goodman ● <i>Seven Candles for Kwanzaa</i> by Andrea Davis Pinkney ● <i>I Have a Little Dreidel</i> by Maxie Baum ● <i>The Eight Nights of Hanukkah</i> by July Nayer ● <i>The Night Before Christmas</i> by Clement C. Moore ● <i>Celebrating Martin Luther King</i> by Joel Kupperstein ● <i>A Picture Book of George Washington</i> by David A. Adler ● <i>A Picture Book of Abraham Lincoln</i> by David A. Adler. ● <i>Bringing the Rain to Kapiti Plain</i> by Aardema, Verna
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Holocaust Resources:

[A Picture Book of Anne Frank](#) Adler, David A

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with student on progress during projects or long assignments

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills

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- Place more importance on attitude, effort, and strategy

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
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Unit 3: Where We Live/Geography	Duration: 55 days
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Standards/Learning Targets

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- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Supporting Standards:

- 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.

Primary Interdisciplinary Connections:

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing

- W.K.2. 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

Social Studies Skills

- **Spatial Thinking**

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- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Critical Thinking**
 - Distinguish fact from fiction.
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
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Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Evidence of Student Learning

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<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● On-going teacher observations ● Completion of tasks and projects ● Labels on project ● Being a Member of a Community Project ● Belonging to a Neighborhood Discussion ● Student responses during class discussions 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Writing telephone number and address ● KWL charts
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects and Presentations ● Your Address and Telephone Number Quiz ● Unit Tests 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Earth is the planet we live on. ● The Earth has different bodies of water and land masses. ● A globe is a spherical representation of the Earth. ● A map usually shows a drawing of a place as it looks from above. ● Maps help us find places. ● Maps can show land, water, cities, streets, and important places and buildings. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Where do I live? ● What does Earth look like? ● What type of materials does it have? ● What is a globe? ● What is a map? ● What type of information can we find on a map?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Globe ● Posters ● Videos ● Songs ● www.googleearth.com ● <i>The Earth and I</i> by Frank Asch ● <i>Our Earth</i> by Anne Rockwell ● <i>Earthdance</i> by Joanne Ryder ● <i>In November</i> by Cynthia Rylant ● <i>On the Same Day in March: A Tour of</i> 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>In My World</i> by Heather Adamson ● <i>My Continent</i> by Heather Adamson ● <i>My Country</i> by Heather Adamson ● <i>My State</i> by Mari C. Schuh ● <i>In My Town</i> by Mari C. Schuh ● <i>In My Neighborhood</i> by Mari C. Schuh ● <i>As the Crow Flies</i> by Gail Hartman ● <i>World Atlas</i> Macmillan/McGraw Hill ● <i>A Picture Book of Martin Luther King, Jr.</i> by David Adler
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- the World's Weather* by Marilyn Singer
- *Letter to the Lake* by Susan Swanson
 - *Our Big Home: An Earth Poem* by Linda Glaser
 - River Friendly, River Wild* by Jane Kurtz
 - GetEpic online library
 - Anchor Charts

- *Jambo Means Hello: Swahili Alphabet Book* by Muriel L. Feelings

Amistad Resources:

[Bringing the Rain to Kapiti Plain](#) Aardema, Verna
[Five Bold Freedom Fighters](#) Hudson, Wade
[Who's in Rabbit's House?: A Masai Tale](#) Aardema, Verna
[A Picture Book of Martin Luther King, Jr](#) Adler, David
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[Ten, Nine, Eight](#) Bang, Molly

Holocaust Resources:

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Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
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- Collaborate with language professionals and ESL teachers
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- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/504 Plans/Students with Disabilities:

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- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
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Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
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- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines