

Winslow Township School District
Social Studies
Kindergarten

Overview: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Overview	Social Studies Standards	Unit Focus	Essential Questions
Unit 1	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1 • 6.1.2.Geo.SV.3 • 6.1.2.Geo.SV.4 • 6.1.2.Geo.HE.1 • 6.1.2.EconET.1 • 6.3.2.GeoGI.1 • 6.1.2.Geo.GI.1 • WIDA Standards 1, 2, 3, 5 	<p>Map Skills (September)</p> <p>Geography (October)</p> <p>Environment (November)</p>	<ul style="list-style-type: none"> • How are lifestyles affected by geographic location? • In what ways is the environment affected by geography? • How can you help protect the environment? • How do people obtain what they need and want? • Examining the variety of goods and services that are available and how an economic system works.
<i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Maps show where places are. We live in Winslow, New Jersey • Spring, summer, fall, and winter are the four seasons • The Earth needs to be clean & safe for us to continue to live there • Community helpers and their roles impact our daily lives • Goods and services are provided based on a community’s needs and wants 		

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<p>Unit 2</p>	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.2 • 6.1.2.HistoryCC.3 • 6.1.2.HistorySE.1 • 6.1.2.HistoryUP.1 • WIDA Standards 1, 2,3, 4, 5 	<p>Local and National Symbols (December) Fairness and Equality (January) Amistad & Holocaust</p>	<p>How do Americans celebrate their heritages? How has the battle for civil rights affected our nation’s laws? What is the difference between fair and equal? What is prejudice and stereotyping (Amistad)?</p>
<p>Unit 2 <i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Holidays remember important people or events in American History • Symbols are visual representations that stand for something else • There are a myriad of patriotic symbols that represent the United States of America 		

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<p>Unit 3</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.1 • 6.1.2.CivicsPR.2 • 6.1.2.CivicsPR.3 • 6.1.2.CivicsPI.1 • 6.1.2.CivicsPI.2 • 6.1.2.CivicsDP.1 • 6.1.2.CivicsDP.3 • WIDA Standards 1, 2, 4, 5 	<p>Rules and Laws (February) Government (March) Citizenship (April)</p>	<p>How can an individual help to solve community, state, and national issues?</p> <p>Why is it important to participate in our government?</p> <p>What problems do all people share?</p>
<p><i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • A good leader fights for equality • A good citizen is one who respects others and their differences, and cares about the good of their country • A good citizen is one who respects others and their differences, and cares about the good of their community • A good citizen will find ways to help others • Rules are important to help keep us safe, get along, work together, and learn 		

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Overview	Social Studies Standards	Unit Focus	Essential Questions
Unit 4	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.2 • 6.1.2.CivicsCM.3 • 6.1.2.CivicsPD.1 • 6.1.2.HistoryUP.2 • 6.1.2.Geo.HE.2 • 6.1.2.Geo.HE.3 • WIDA Standards 1, 2, 3,4, 5 	<p>Cultures (May) Diversity and Immigration (June)</p>	<p>How can people work together to reach common goals?</p> <p>In what ways do symbols represent beliefs?</p> <p>What are some celebrations seen around the world?</p> <p>How are they alike/different?</p>
<i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Everyone is unique • Families are similar and different • Families have different Holiday traditions • Gain an understanding of cultural identity 		

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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Map Skills, Geography, and Environment	6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).	2	9
	6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).	1	
	6.1.2.Geo.SV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).	1	
	6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.	1	
	6.1.2.EconET.1	Explain the difference between needs and wants.	1	
	6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.	2	
	6.1.2.Geo.GI.1	Explain why and how people, goods, and ideas move from place to place.		
	Assessment, Re-teach and Extension			

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Unit 1 Grade K		
Content Statement	Indicator #	Indicator
A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
	6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Geographic data can be used to identify cultural and environmental characteristics of places.	6.1.2.Geo.SV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.1	Explain the difference between needs and wants.
Global interconnections occur between human and physical systems across different regions of the world.	6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
Global interconnections occur between human and physical systems across different regions of the world.	6.1.2.Geo.GI.1	Explain why and how people, goods, and ideas move from place to place.

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Unit 1 Grade K	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • Me on the Map by Joan Sweeney • Every Season • 27 Cross Country Trip • Exploring Land and Water <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.youtube.com/watch?v=A8a-KZPr-Do • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of 	<ul style="list-style-type: none"> • Illustrate a neighborhood • Identify landmarks in community and school • Compare and contrast city and country life • explain U.S.A. is our country • identify the location of the Atlantic Ocean-students will color in Atlantic Ocean on U.S.A. map • identify the directions: north, south, east, and west • illustrate and dictate about their own home • create a classroom map and a school map • investigate the school using a map to find a “hidden treasure” • investigate the life and accomplishments of Christopher Columbus • assess the role of Christopher Columbus in the history of the United States • writing: open-ended responses, conclusions and analysis of exploratory activities • Describe how seasonal weather changes the climate and environment and how that affects life in a certain place or region. • Discuss of options people are faced with scarcity. <ul style="list-style-type: none"> ○ Why can’t we ever get everything that we need or want? ○ What happens when there isn’t enough for everyone? ○ What do we want? ○ What do we need/ Sort and categorize items as needs or wants. ○ Create a two sided collage with images • recall the uses of maps, globes, and directions • locate the continents on a map and a globe

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<p>Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad</p>	<ul style="list-style-type: none"> • assess the impact of climate on geographical location • investigate the climate of the polar regions • identify the life forms prevalent in the polar regions (e.g., penguins, polar bears, walruses) • investigate the life forms prevalent in other geographical regions (e.g., jungles, mountains, temperate climates)
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</p> <p>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.Civics CM.2).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint</p> <p>https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy.</p> <p>https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Preview/pre-teach vocabulary
- Complete picture walk
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Use technology i.e. Chromebooks and iPads
- Provide sentence starters
- Utilize consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

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Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

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|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Extend time as needed ○ Break down assignments into smaller units ○ Utilize scaffolding strategies ○ Provide shortened assignments ○ Modify testing format and/or provide alternative assessment ○ Provide graphic organizers ○ Verbalize before writing | <ul style="list-style-type: none"> ○ Provide sentence starters ○ Use technology i.e. Chromebooks and iPads ○ Provide consistent structured routine ○ Provide simple and clear classroom rules ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success |
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English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

WIDA Can Do Descriptors:

Listening Speaking Reading Writing Oral Language

Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:

- Use of bilingual dictionaries
- Personal dictionary
- Word wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence starters
- Response frames
- Repeated reading
- Background knowledge experience
- Vocabulary (cognates) exposure
- Additional SIOP Strategies as described in the following book:
 - *Making Content Comprehensible for English Language Learners: The SIOP Model*

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- require higher order thinking, communication, and leadership skills
- differentiate content, process, or product according to student’s readiness, interests, and/or learning styles
- provide higher level texts
- expand use of open-ended, abstract questions
- require critical and creative thinking activities with emphasis on research and in-depth study
- provide Enrichment Activities/Project-Based Learning/ Independent Study

Additional strategies may be located at the following links:

- [Gifted Programming Standards](#)
- [Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy](#)
- [REVISED Bloom’s Taxonomy Action Verbs](#)

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Interdisciplinary Connections

***English Language Arts:**

- RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10 Actively engage in group reading activities with purpose and understanding.
- 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).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.
- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- 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.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

***Math:**

- K.MD.A. Describe and compare measurable attributes.
- K.MD.B. Classify objects and count the number of objects in each category.

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

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8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Local and National Symbols, Fairness and Equality	6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.	2	
	6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.	2	
	6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	2	
	6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.	2	
	Assessment, Re-teach and Extension		1	

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Unit 2 Grade K		
Content Statement	Indicator #	Indicator
Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
Two or more individuals can have a different understanding of the same event.	6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
The nature of history involves stories of the past preserved in a variety of sources.	6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

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Unit 2 Grade K	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text :</p> <ul style="list-style-type: none"> • My First Biography: Harriet Tubman • Refer to books about Abraham Lincoln, Martin Luther King Jr., & George Washington • U.S. Symbols • The Liberty Bell • The Pledge of Allegiance • Star Spangled Banner <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • http://www.usa4kids.com/presidents/ • https://www.youtube.com/watch?v=CJLGw0lkcdE • https://dbsenk.wordpress.com/2011/09/08/the-pledge-of-allegiance/ • http://www.hubbardscupboard.org/the-pledge-of-allegiance • https://www.youtube.com/watch?v=PWMY7Rpk5Bo • https://www.youtube.com/watch?v=cW88JmCjiYs • https://kids.niehs.nih.gov/games/songs/patriotic/star-spangled- 	<ul style="list-style-type: none"> • assess the contributions to American life and civil rights of presidents (e.g., George Washington, Abraham Lincoln) • define terms associated with fairness and equality (e.g., citizens’ rights, justice, equal opportunity) • identify specific accomplishments of Abraham Lincoln and Martin Luther King, Jr. in the battle for civil rights • Create a Venn diagram to identify the similarities and differences of the accomplishments of Abraham Lincoln with those of Martin Luther King, Jr. • activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE) • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • activities found in <i>Caring Makes a Difference</i> (NJDOE) • writing: open-ended responses, conclusions and analysis of exploratory activities • define symbol • explore American symbols: eagle, flag, Stature of Liberty, Uncle Sam, Liberty Bell • determine the significance of each American symbol • utilize technology to research images of American symbols • represent American symbols using visual means • create an American Flag at home using different objects • collaborate to create a class symbol

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<p>banner/index.htm</p> <ul style="list-style-type: none"> • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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- o Leveled texts
- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Preview/pre-teach vocabulary
- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Use technology i.e. Chromebooks and iPads
- o Provide sentence starters
- o Utilize consistent structured routine
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- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

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Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Social Studies
Kindergarten

Interdisciplinary Connections

***English Language Arts:**

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- 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).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- 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.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

***Math:**

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.CC.C. Compare numbers.
- K.MD.A. Describe and compare measurable attributes.

Science:

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Winslow Township School District
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Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Winslow Township School District
Social Studies
Kindergarten

Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Rules and Laws, Government, and Citizenship	6.1.2.CivicsPR.1	Determine what makes a good rule or law.	3	
	6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.		
	6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.		
	6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	3	
	6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.		
	6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	2	
	6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.		
Assessment, Re-teach and Extension			1	9

Winslow Township School District
Social Studies
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Unit 3 Grade K		
Content Statement	Indicator #	Indicator
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	6.1.2.CivicsPR.1	Determine what makes a good rule or law.
	6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
	6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Local community and government leaders have roles and responsibilities to provide services for their community members.	6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
	6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
	6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Winslow Township School District
Social Studies
Kindergarten

Unit 3 Grade K	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Literature/Informational Text:</p> <ul style="list-style-type: none"> • Officer Buckle and Gloria • No David! • How Do Dinosaurs Go To School • A is for America • If I Were President • Refer to good citizen books • Have You Filled a Bucket Today? <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.youtube.com/watch?v=3EuemNAo6XE • https://www.educationworld.com/a_curr/curr008.shtml#kindergarten • https://www.youtube.com/watch?v=iQxK-Ah7has • https://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/374/FINAL2SPDG.Kindergarten.ALPSF.pdf <p>• Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p> <p>• NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/</p>	<ul style="list-style-type: none"> • define the terms rules and laws • compare and contrast rules and laws • determine examples of rules and laws from personal experience • collaborate to create classroom rules • explain the rationale for classroom, school, and community rules and laws • create a visual representation of classroom rules • play a game to show students why rules are important (e.g. Simon says) • activities found in <i>9/11 Lessons for the Classroom</i> (NJDOE) • writing: open-ended responses, conclusions and analysis of exploratory activities. • explain the concept of government on the school, local, and national levels • define the roles of government leaders (e.g., mayor, senator, president) • relate the responsibility of a citizen to the election of school, local, and national leaders • identify patriotic symbols & President • conduct a class and/or school-wide election about an issue of local importance (e.g., a school social event, an environmental issue, a school policy) • report results of local or national elections using visual support • initiate a discussion of American holidays (e.g., Thanksgiving) • determine the historical significance of Thanksgiving • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE)

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<ul style="list-style-type: none"> • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	<ul style="list-style-type: none"> • activities found in <i>Caring Makes a Difference</i> (NJDOE) • define and identify responsibilities • determine a community issue of importance to fellow students • assess possible solutions to the identified issue • create a public service announcement using the possible solution
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4: Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

Winslow Township School District
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Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Preview/pre-teach vocabulary
- Complete picture walk
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Use technology i.e. Chromebooks and iPads
- Provide sentence starters
- Utilize consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

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Winslow Township School District
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Kindergarten

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student's readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ● REVISED Bloom's Taxonomy Action Verbs
Interdisciplinary Connections	
<p>*English Language Arts:</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	

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- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- 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.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Science:

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
- 8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.AP.1:** Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.4:** Break down a task into a sequence of steps.

Winslow Township School District
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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Cultures, Diversity, and Immigration	6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).	2	9
	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.		
	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	1	
	6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.	2	
	6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).	3	
	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.		
	Assessment, Re-teach and Extension			

Winslow Township School District
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Unit 4 Grade K		
Content Statement	Indicator #	Indicator
Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

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Unit 4 Grade K	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Literature/Informational Text (May):</p> <ul style="list-style-type: none"> • What Makes a Family? • The Little Engine That Could • Jobs People Do <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://funlearningforkids.com/teaching-diversity-crafts-activities/ • https://www.tolerance.org/learning-plan/kindergarten-diversity-0 • https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-young-immigrant-stories • https://www.uen.org/core/displayLessonPlans.do?courseNumber=6000&standardId=37622&objectiveId=37645 • https://kidworldcitizen.org/teaching-global-citizenship-at-home/ • https://www.youtube.com/watch?v=3EuemNAo6XE • https://www.educationworld.com/a_curr/curr008.shtml#kindergarten • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and 	<ul style="list-style-type: none"> • define diversity and immigration • identify and draw similarities and differences amongst classmates • compare and contrast family origins with classmates • create a visual representation (e.g., graph, chart) of class ancestries • utilize technology to explore cultural practices and traditions • collaborate to present personal cultural traditions to the class • activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE) • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • activities found in <i>Caring Makes a Difference</i> (NJDOE) • define and identify responsibilities • determine a community issue of importance to fellow students • assess possible solutions to the identified issue • create a public service announcement using the possible solution • writing: open-ended responses, conclusions and analysis of exploratory activities <ul style="list-style-type: none"> • Listen to <i>Eyes that Kiss in the Corners</i> by Joanna Ho. We will discuss how to celebrate individual beauty and confidence and highlights how precious a supportive family can be.

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<p>activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/</p> <p>• New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad</p>	
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>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).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4: Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

Winslow Township School District
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Kindergarten

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- o Audio books
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- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions
- o Extend time as needed
- o Break down assignments into smaller units
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- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
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- o Provide sentence starters
- o Utilize consistent structured routine
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- o Assist w/ organization
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Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

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- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Provide sentence starters
- o Use technology i.e. Chromebooks and iPads
- o Provide consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***English Language Arts:**

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- 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).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- 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.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

***Math:**

- K.CC. A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.CC.C. Compare numbers.
- K.MD.A. Describe and compare measurable attributes.

Science:

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

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Integration of Technology Standards NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

***New Jersey Student Learning Standards:**

English Language Arts

RL: Reading Literature
 RI: Reading Informational Text
 W: Writing
 SL: Speaking and Listening
 L: Language

Mathematics

CC: Counting and Cardinality
 OA: Operations and Algebraic Thinking
 NBT: Number and Operations in Base Ten
 MD: Measurement and Data
 G: Geometry