

**Englewood Public School District**  
**Social Studies**  
**KINDERGARTEN**  
**Unit 4**  
**Symbols, State History, and Geography**

**Overview:** In this unit, students will learn about key historical events that have led to the development of our nation. Students will compare what life was like in the past to what life is like today. Students will also learn how creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. People belong to different groups and live in different settings around the world that can be found on a map or globe.

**Time Frame:** 10 Weeks

**Enduring Understandings:**

- There are many important American Symbols.
- Key historical events, documents, and individuals helped form our nation.
- Learning about the past, helps us to understand the present.
- Maps and globes are tools to help us learn about the geography of our city, country and world.

**Essential Questions:** *Students will keep considering...*

- What are American Symbols?
- Why is it important to learn about American customs/traditions?
- How has our world changed over time?
- How do geographical tools such as maps and globes help us learn about the world around us.

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.4.D.4 Explain how key events led to the creation of the United States and the State of New Jersey.	<b>Topics:</b> Timelines, Symbols, Jobs, New Jersey	As an introduction to this unit, students will watch a short video about the American Flag. Students will discuss what the stars and stripes and colors mean	<b>YouTube:</b> <i>The United States Flag/Curious Kids/Made by Red Cat Reading</i> <a href="https://youtu.be/Xc1tasiKf0w">https://youtu.be/Xc1tasiKf0w</a> Personal Word Wall	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>• Exact Path</li></ul>

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Compare what the world was like in the past and how it has changed.</li> <li>● Recognize and explain national symbols such as the Statue of Liberty, Bald Eagle, American Flag and Liberty Bell</li> <li>● Practice and reinforce knowledge of the words of the Pledge of Allegiance daily</li> <li>● Learn New Jersey history</li> </ul>	on the American flag. (CRP2, CRP4, CRP8)	(words or pictures) Add words to class Word Wall	<b>Formative Assessment:</b> Instructors confer with students to investigate their knowledge of citizenship.
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.		Following a teacher-led vocabulary lesson, students will create a visual social studies glossary of terms related to Unit 4. (8.1.2.A.1)	<i>The Pledge of Allegiance by Francis Bellamy</i>	
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.		As a whole class, students will learn all about American symbols including the American flag, the “Pledge of Allegiance”, and how the flag came to be. Students will practice chanting the “Pledge of Allegiance”. (8.1.2.A.1)	<i>Statue of Liberty</i> <a href="http://www.history-for-kids.com/statue-of-liberty-poem.html">http://www.history-for-kids.com/statue-of-liberty-poem.html</a>	<b>Summative Assessment:</b>  Students will create personal timelines
6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be		As a whole class students will learn about the national anthem and how to show respect for the National Anthem. Students will learn how to sing <i>The Star Spangled Banner</i> . (CRP2,CRP4, CRP8)	<i>National Anthem video</i> <a href="https://www.youtube.com/watch?v=PWMY7Rpk5Bo">https://www.youtube.com/watch?v=PWMY7Rpk5Bo</a>	Students will conduct an interview of an older adult.
		Students will view pictures and items that have American symbols.	<i>American Symbols</i> <a href="http://watchknowlearn.org/Video.aspx?VideoID=37791&amp;CategoryID=703">http://watchknowlearn.org/Video.aspx?VideoID=37791&amp;CategoryID=703</a>	Students will design a way to honor an American hero.
		As a whole class students will learn about the Liberty Bell. Students will measure	Photos and Information about the Liberty Bell <a href="https://www.nps.gov/media/photo/gallery.htm?id=3349E378-155D-451F6711E380C4C4C431">https://www.nps.gov/media/photo/gallery.htm?id=3349E378-155D-451F6711E380C4C4C431</a>	<b>Alternative Assessment:</b> Teacher observation and anecdotal notes
			<i>Photos of monuments, money, coins</i>	Class participation
			<i>Mt. Rushmore Photos</i> <a href="https://www.mtrushmorenationalmemorial.com/photos/">https://www.mtrushmorenationalmemorial.com/photos/</a>	Students will respond to oral questioning and retell the events that took place in the videos and/or read-a-louds
			<i>Crafts for Kids: Make a</i>	

used to understand cultural differences.

how tall they are and compare how tall they are in comparison to The Liberty Bell and share whether they are taller or shorter. ( K.MD.A.2., MP.6, MP.7)

Students will read about the Bald Eagle and identify items where the Bald Eagle can be seen. (NJSLSA.R7.)

Students will read about Mount Rushmore and learn about the four presidents honored by the monument. Students will color a picture of Mount Rushmore. (NJSLSA.R2.)

Students will read about the Statue of Liberty and then choral read *The Statue of Liberty, a poem for kids* by Paul Perro. (NJSLSA.R2.)

Students will create Statue of Liberty torches and crowns.

Students will watch a short video about timelines. Students will create their own timelines showing pictures from birth, to toddler, to kindergartener. Students will share

*Statue of Liberty Crown and Torch*  
<https://buggyandbuddy.com/crafts-for-kids-make-a-statue-of-liberty-crown-and-torch/>

Materials:  
Construction paper  
Paper plates  
Cardboard rolls  
Glue and Tape

Materials:  

- Notebook
- Pencils
- Markers, crayons
- Photographs and artifacts from home

Students will participate in class discussions

Identify national holidays on a calendar

Students will present their timelines in front of the class

Students will match their vocabulary terms to pictures

timelines with peers.  
(CRP2, CRP4, CRP8)

Students will learn about change and timelines. They will discuss how people change from day to day. They will view digital images from the past and present to see how the world has changed over time.  
(CRP4, CRP8)

- Examine a flat world map and a globe
- Compare and contrast the characteristics of a map and a globe
- Identify the directions: north, south, east, and west
- Locate North America on a map and a globe
- Identify the difference between land and water.

Students will watch two videos about the history of the state of New Jersey, geography, and facts about New Jersey.

After the videos, students will discuss the main symbols of New Jersey that they saw in the videos.

Students will look at a map of New Jersey and locate Bergen County.

Students will look at NJ, Englewood and then their location using Google

YouTube: *Two Minute Tour of New jersey: 50 States for Kids*

[https://youtu.be/DZ2\\_y70AqJ8](https://youtu.be/DZ2_y70AqJ8)

*Youtube: New Jersey for Kids / US States Learning Video*  
<https://youtu.be/YkYbLuG443U>

*NJ Map with Cities:*

<https://geology.com/cities-map/new-jersey.shtml>

*Maps or the World, USA, NJ:*

<https://www.ducksters.com/geography/>

Bergen Museums

- Identify ways they can protect natural resources
- Locate places on a map.
- Describe natural resources and ways to protect them.

Earth. They will compare land vs water.

Students will take a virtual field trip to the different museums in Bergen County New Jersey.

**Project Based Learning:**

Students will conduct an interview. Have children imagine their parents or grandparents when they were young. Ask: What do you think school was like for them? What do you think they did for fun? Suggest that children interview an older person, such as a family member, neighbor, or school worker. Ask them to find out about the person's childhood and how things were done at the time. Encourage children to bring in artifacts from the person's childhood, such as a scrapbook, clothing, or a toy. Provide time for children to share the objects and the person's memories about her or his childhood.

(8.1.2.B.1, 8.1.2.E.1)  
(CRP2, CRP4, CRP8)

<https://www.co.bergen.nj.us/discovering-history/museums>

**Recommended Reading:**

*Drum Dream Girl: How One Girl's Courage Changed Music* by Margarita Engle; Houghton Mifflin Harcourt, 2015.

*Going to Town* adapted from the Little House Books by Laura Ingalls Wilder; HarperCollins, 2000.

*Life at Home (Then and Now)* by Vicki Yates; Heinemann, Revised edition 2016.

*Washday* by Eve Bunting; Holiday House, 2014.

*Born and Bred in the Great Depression* by Jonah Winter; Random House, 2011.

*Design Line: Planes, Trains, and Automobiles* by Chris Oxlade; Big Picture Press, 2014.

*Before After* by Matthias Arégui and Anne- Margot Ramstein; Candlewick Press, 2014.

**Project Based Learning:****Honor a Hero**

Students will learn how heroes are honored in various ways. Show children coins, postage stamps, and pictures of memorials honoring American heroes. Tell children they will be creating a way to honor a hero. They can design a new coin, stamp, or other object. Brainstorm possibilities with children. Provide supplies, such as paper, markers, and clay. Afterward, allow time for children to share their work. Encourage them to say why they chose to honor their particular hero. (8.1.2.A.1, 8.1.2.E.2, 8.1.2.B.1) (CRP8, CRP2)

**Project Based Learning:**

Students will work in groups of three to create a book of American symbols. Each member will draw and label a different symbol and the teacher will help them assemble their books. (8.1.2.B.1, 8.1.2.E.1) (CRP2, CRP4, CRP8)

*The Thanksgiving Door* by Debby Atwell; Houghton Mifflin Harcourt, 2003.

*Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport; Hyperion, 2007.

*Fifty Cents and a Dream: Young Booker T. Washington* by Jabari Asim; Little, Brown and Company, 2012.

*The House That George Built* by Suzanne Slade; Charlesbridge, 2012

*We March* by Shane W. Evans; Square Fish, 2016.

*Fourth of July Mice!* by Bethany Roberts; Houghton Mifflin Harcourt, 2014.

## Integration of 21st Century Standards NJSL 9:

**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.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Social Studies curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Social Studies requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>• Speak and display terminology and movement</li><li>• Teacher modeling</li><li>• Peer modeling</li><li>• Develop and post routines</li><li>• Label Social Studies and classroom materials</li><li>• Word walls</li></ul>	<ul style="list-style-type: none"><li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li><li>• Work with paraprofessional</li><li>• Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats</li></ul>	<ul style="list-style-type: none"><li>• Using visual demonstrations, illustrations, and models</li><li>• Allow extra time to complete assignments or tests</li><li>• Peer modeling</li><li>• Teacher modeling</li><li>• Give directions/instructions verbally and in simple</li></ul>	<ul style="list-style-type: none"><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Interest based content</li><li>• Real world scenarios</li></ul>

<ul style="list-style-type: none"> <li>● Use visuals</li> <li>● Provide peer tutoring</li> <li>● Chants, songs, choral reading</li> <li>● Work toward longer passages as skills in English increase</li> <li>● Introduce key vocabulary before lesson</li> <li>● Teacher reads aloud daily</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Use audio books</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Assign a picture or movement to vocabulary words</li> <li>● Small group instruction-guided reading and guided writing</li> <li>● Oral prompts can be given.</li> </ul>	<p>balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Change work requirements to reduce activity time</li> <li>● Preferential seating</li> <li>● Pre-teaching and re-teaching skills and concepts</li> <li>● Front load vocabulary</li> <li>● Chants, songs, choral reading</li> <li>● Introduce key vocabulary before lesson</li> <li>● Teacher reads aloud daily</li> <li>● Use audio books</li> <li>● Allow extra time to complete assignments or tests</li> </ul>	<p>written format.</p> <ul style="list-style-type: none"> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be given orally or dictated</li> </ul>	<ul style="list-style-type: none"> <li>● Student Driven Instruction</li> <li>● Ask open-ended questions</li> <li>● Use centers and group students according to ability and interest</li> <li>● Create an enhanced set of introductory activities</li> <li>● Organize and offer flexible small group learning activities</li> <li>● Use centers, contracts, or stations</li> <li>● Debrief students</li> </ul>
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	<ul style="list-style-type: none"> <li>● Use a scribe for non-writers</li> <li>● Large print texts and or Braille, or audio books</li> <li>● Augmentative communication system</li> <li>● Assistive Technology</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be given orally or dictated</li> </ul>		
<b>Interdisciplinary Connections:</b> <b>ELA - NJSLS/ELA:</b> NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RI.K.1 With prompting and support, ask and answer questions about details in a text. RI.K.2 With Prompting and Support, identify the main topic and key details of a text.			
<b>Integration of Technology Standards NJSLS 8:</b> <b>8.1.2.A.1:</b> Identify the basic features of a digital device and explain its purpose. <b>8.1.2.E.1:</b> Use digital tools and online resources to explore a problem or issue.			
<b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.			
<b>Vocabulary:</b> Symbol, Change, Future, History, Past, Present, Today, Tomorrow, Yesterday, Celebrate, Courage, Hero, History, Holiday, Honor, Inventor, Monument, Coin, Statue, Symbol, Patriotic, Flag, Anthem			