

**Englewood Public School District**  
**Social Studies**  
**KINDERGARTEN**  
**Unit 3**  
**Influential Leaders: Black History Month, Women's History Month, Neighborhoods and Friendship**

**Overview:** In this unit, students will learn about influential African Americans and Women, who helped form our great nation. Students will explore their neighborhood and the types of buildings, businesses, and people located in the community. Students will learn map skills and develop awareness of the physical features of neighborhoods and communities. Students will also understand the importance of friendship.

**Time Frame:** 10 Weeks

**Enduring Understandings:**

- Identify and describe influential African Americans
- Identify and describe influential Women.
- A neighborhood is a place where people interact with one another in many ways.
- There are different kinds of communities. (family, school, neighborhood)
- Having good friends is valuable.

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

1. Why do we celebrate Black History month?
2. Who are some influential African Americans?
3. Why do we celebrate women's history month?
4. Who are some influential women in history?
5. What does a neighborhood look like?
6. Why do people have different roles in our community?
7. Why is it important to be a good friend?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	<b>Topics:</b> African American Month, Women's History Month, Neighborhoods, and Friendship  <b>Students will:</b> <ul style="list-style-type: none"> <li>Students learn facts about African American history and answer questions about those facts.</li> <li>Students learn about different influential leaders.</li> </ul>	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) (CRP2)	<b>YouTube:</b> <i>Kids Explain Black History Month</i> <a href="https://www.youtube.com/watch?v=Lzt3gFgYVYk&amp;feature=youtu.be">https://www.youtube.com/watch?v=Lzt3gFgYVYk&amp;feature=youtu.be</a>  Glossary: Influential African Americans and Women's History Month Glossary-Personal Word Wall (words or pictures) Add words to class Word Wall	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Exact Path</li> </ul> <b>Formative Assessment:</b> Instructors confer with students to investigate their knowledge of citizenship  Instructors confer with students to investigate their knowledge of friendship
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.		As an introduction to this unit, students will watch a short video about Black History Month. (CRP2, CRP4, CRP8)	YouTube: <i>Black History Month for Kids / Social Studies Story Video for Children</i> <a href="https://youtu.be/0ryXqoXPkb0">https://youtu.be/0ryXqoXPkb0</a>  YouTube: <i>Ruby Bridges for Kids / Social Studies Story Video for Children</i> (skip to 2:20 seconds into the video to skip the introduction) <a href="https://youtu.be/sytZGGs5sRs">https://youtu.be/sytZGGs5sRs</a>	<b>Summative Assessment:</b> Students will create a picture glossary for unit vocabulary  Build a neighborhood model
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.		Students will watch a video to learn about Ruby Bridges and terms related to segregation. Following the video, students will discuss why Ruby Bridges was an influential African American (CRP2, CRP4)  Students will watch a video about Thurgood Marshall.	<i>The Story of Ruby Bridges</i> by Robert Coles  YouTube: <i>Thurgood Marshall for Kids / Social Studies Story Video for</i>	<b>Alternative Assessment:</b> Teacher observation and anecdotal notes  Class participation  Students will respond to oral questioning and

6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Following the video, students will discuss why Thurgood Marshall was an influential African American (9.2.4.A.2) (CRP4, CRP11)

*Children*  
<https://youtu.be/pgP5tUNjvzQ>

retell the events that took place in the videos and/or read-a-louds

If A Bus Could Talk by Faith Ringgold

Students will participate in class discussions

Our Children Can Soar: A Celebration of Rosa, Barack, and the Pioneers of Change by Michelle Cook

Students will name and talk about one famous African American

*I Am Rosa Parks* by Brad Meltzer

Students will name and talk about one famous women in history

- Students will create an Amistad Friendship chain
- Amistad: Complete a Venn diagram and compare and contrast how you fill your bucket to how you can fill someone else's bucket

<https://www.nj.gov/education/amistad/about.htm>

Friendship (Amistad) Activity:

<https://www.education.com/activity/article/amistad-chain/>

Amistad Complete a Venn diagram:  
<https://40somethingfirsttimebride.files.wordpress.com/2014/12/pic-of-venn-diagam.gif>

- Fill a Bucket: A Guide to Daily Happiness for Young Children  
By: Carol McCloud and Katherine Martin

**Formative Assessment:**  
Instructors confer with students to investigate their knowledge of friendship

- How Full Is Your Bucket? For Kids  
By: Mary Reckmeyer

### Friendship (Amistad):

- Students will understand the importance of Amistad (Friendship)
- Explain what a friend is and how a friend acts.
- Analyze themes in literature, including acceptance,

Students will read about influential women and the impact they had on our country. Then students will color in cards of influential modern women.( 9.2.4.A.2) (RI.K.1, RI.K.2) (CRP6)

Students will watch a video about Susan B. Anthony. Following the video, students will discuss why she was an influential leader. (CRP4)

Students will watch a video about Hellen Keller. Following the video, students will discuss why she was an influential leader (9.2.4.A.2)

*Shaking Things Up: 14 Young Women Who Changed the World* by Susan Hood

*Youtube: Susan B. Anthony Biography For Kids/ Classroom Edition*  
<https://youtu.be/tbnIwzUxOIA>

*Youtube: Helen Keller For Kids*  
<https://youtu.be/KTQabF4CXsw>  
(Start the video at 1:00)

*Little Leaders: Bold Women in Black History* by Vashti Harrison

*Frida Kahlo: The Artist who Painted Herself* by Margaret Frith

*Ladies of Liberty: The Women Who shaped Our Nation* by Cokie Roberts

friendship, and open-mindedness.

Students will read about city and town neighborhoods (NJSLSA.R2)

Students will read about different forms of transportation found in neighborhoods and towns.

Then students will create a list of the different types of transportation in Englewood. (CRP4)

Students will read about places where they can shop and eat and then will work with partners to answer the following question: Where can you shop and eat in your neighborhood? (CRP4)

Students will read about where people can get help in their neighborhood. They will learn about the various people and jobs that can help them. They will read about civic workers and medical professionals. (9.2.4.A.2, 9.2.4.A.1)

**Project Based Learning:**  
Building a neighborhood model

*Lucy in the City: A Story About Developing Spatial Thinking Skills* by Julie Dillemath; Magination Press, 2015.

*The Listening Walk* by Paul Showers; HarperCollins, 1993.

*Last Stop on Market Street* by Matt de la Peña; G.P. Putnam's Sons, 2015.

*Maybe Something Beautiful: How Art Transformed a Neighborhood* by F. Isabel Campoy and Theresa Howell; Harcourt Houghton Mifflin, 2016.

*On Market Street* by Arnold Lobel; Greenwillow Books, 2006.

*Curious George's Neighborhood: A Lift-the-Flap Adventure* by H.A. Rey; Houghton Mifflin Harcourt, 2004.

*Home* by Jeannie Baker; Greenwillow Books, 2004.

### **Women's History Month**

- Students learn about women's History Month and influential women.
- Student will write questions they want to ask an influential leader they admire.

### **Neighborhoods**

- Read stories and look at pictures that depict neighborhoods and creating a class definition of neighborhood.
- Identify the features of their neighborhood.

Students will talk about what's in your neighborhood. Mention the school, houses, banks, and supermarkets. Note places where people can get help and places where people gather. Also note physical features in the neighborhood. Discuss ways people move around the neighborhood. Explain that children can show all these things in a model or on a map. Have one group of students use art materials to construct a model of the neighborhood. Together, decide where to place each part of the model. Have another group of children draw maps to show the same places and features of the neighborhood. Remind children to use symbols to show the location of places on their map and to create a map legend to explain what each symbol represents. (CRP2, CRP4, CRP8)

#### **Integration of 21st Century Standards NJSL 9:**

**9.2.4.A.2:** Identify various life roles and civic and work related activities in the school, home, and community.

## 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><li>• Use visuals</li><li>• Provide peer tutoring</li><li>• Chants, songs, choral reading</li><li>• Work toward longer passages as skills in</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 balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li><li>• Work with a partner</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 written format.</li><li>• Peer Support</li><li>• Increase one on one time</li><li>• Teachers may modify instructions by modeling what the student is</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><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</li></ul>

<p>English increase</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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> <li>● Use a scribe for non-writers</li> <li>● Large print texts and or Braille, or audio books</li> <li>● Augmentative communication system</li> </ul>	<p>expected to do</p> <ul style="list-style-type: none"> <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>	<p>introductory activities</p> <ul style="list-style-type: none"> <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>● 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> 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>Science:</b> K-ESS3-3 Earth and Human Activity: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.			
<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>8.1.2.B.1:</b> Illustrate and communicate original ideas and stories using multiple digital tools and <u>resources</u> .			
<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> Behind, Continent, Country, Far, In Front, Left, Map, Model, Near, Right, State, Symbol, Library, Model, Neighborhood, Principal, Route, Symbol, Traffic Sign, Transportation, Women’s History Month, Equal Rights, Black History Month, Segregation, Civil Rights, Voting, Teacher, Lawyer, Supreme Court Justice			