

**Englewood Public School District**  
**Social Studies**  
**KINDERGARTEN**  
**Unit 2**  
**Holidays, Seasons, Leaders and Community Jobs**

**Overview:** In this unit, students will learn about national American Holidays and how they are celebrated, the seasons, and Martin Luther King. Students will learn the meaning of holiday traditions and explore the fall and early winter holidays. Students will also learn about the contributions Martin Luther King Jr. made to our society. Lastly, students will explore the four seasons and learn why people work.

**Time Frame:** 10 Weeks

***Enduring Understandings:***

- *There are four seasons with distinct features and weather patterns.*
- *During November, December, and January, we celebrate a variety of national holidays.*
- *Martin Luther King Jr. was an inspirational and influential leader who helped to change our nation.*
- *People work in many different types of jobs in order to achieve different goals in life.*

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

- *What national holidays do we recognize and why do we celebrate these holidays?*
- *Why is it important to learn about American customs/traditions?*
- *What are the four seasons?*
- *How did Martin Luther King Jr. influence our nation?*
- *Why do people work?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.A.10 Describe how 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.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working</p>	<p><b>Topics:</b> Holidays, seasons, Martin Luther King Jr., Jobs and careers</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe holidays and traditions</li> <li>Identify the reasons for the national American holidays</li> <li>Students will identify how the celebration of each holiday ties the nation together.</li> <li>Discover similarities and differences in celebrations.</li> <li>Use graphic organizers to compare information.</li> </ul>	<p>Following a teacher-led vocabulary lesson, students will create a visual social studies glossary of terms related to Unit 2. (8.1.2.A.1)</p> <p>Students will read and learn about the unique traditions of each Winter Holiday (Christmas, Kwanzaa, Hanukkah, Winter Solstice, New Year's, St. Lucia Day, and The Three King's Day) and Thanksgiving. (NJSLSA.R2, NJSLSA.R7, RI.K.1)</p> <p>The class will look at a calendar and learn all the days of the year, which have a national holiday. Students will work with a partner to place stickers on important dates of the calendar. (8.1.2.E.2, 8.1.2.B.1) (CRP4, CRP2)</p> <p><b>Project based learning:</b></p> <p>Students will use clipart to create a winter holiday mobile. The mobile will include images from all the late fall and early winter holidays.</p>	<p><a href="#"><i>How to teach students about holidays and history</i></a></p> <p>Glossary-Personal Word Wall (words or pictures) Add words to class Word Wall</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Calendar printouts</li> <li>Stickers</li> <li>Free Printable Custom Calendars: <a href="http://www.dltk-cards.com/calendar/">http://www.dltk-cards.com/calendar/</a></li> </ul> <p>Scholastic.com-Teaching Content with Clip Art <a href="https://www.scholastic.com/teachers/activities/teaching-content/clip-art-and-images-celebrate-winter-holidays-activity/">https://www.scholastic.com/teachers/activities/teaching-content/clip-art-and-images-celebrate-winter-holidays-activity/</a></p> <ul style="list-style-type: none"> <li>Yarn or string</li> <li>Clip art images printed out</li> <li>Scissors</li> <li>Glue or tape</li> <li>Colors</li> </ul> <p><b>Recommended Reading:</b> <i>How Do You Say It Today, Jesse Bear?</i> By Nancy White Carlstrom</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Exact Path</li> </ul> <p><b>Formative Assessment:</b> Instructors confer with students to investigate their knowledge of citizenship</p> <p>Questioning about holidays and the four seasons</p> <p><b>Summative Assessment:</b></p> <p>Students will create four seasons poster</p> <p>Students will create a holiday mobile</p> <p>Students will create a poster: <i>What Will I Be When I Grow Up?</i></p>

collaboratively to address the challenges that are inherent in living in an interconnected world.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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

9.2.4.A.3 Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- Name and describe Martin Luther King Jr.
- Explain MLK's importance in our country's history and the holiday we celebrate to honor him.

Students will read about parades and discuss if they have been to parades that celebrated Labor Day, Veteran's, Thanksgiving, Christmas, New Year's, Independence Day or Memorial Day. ( RI.K.1, RI.K.2)

Students will learn about Martin Luther King Jr. and the contributions he made to this country and why he is honored today.

Students will read about and discuss the many ways we honor important people (e.g. on money, via monuments, names of streets, names of school, statues, memorials, cities or towns). (CRP4) (RI.K.1, RI.K.2)

*Chicken Soup With Rice* By Maurice Sendak

*How Santa Got his Job* by Stephen Krensky

*The Sounds of Kwanzaa* by Dimitrea Tokunbo

*Hoppy Hanukkah!* by Linda Glaser

**Recommended Reading:**

*Happy Birthday Martin*

*Luther King* by Jena Marzollo

[Martin Luther King and His Dream Video](#)

MLK

<http://www.readwritethink.org/classroom-resources/lesson-plans/martin-luther-king-identifying-257.html>

MLK Centers

<https://www.preschool-plan-it.com/martin-luther-king.html>

MLK

<http://www.teachingace.com/teaching-about-martin-luther-king-junior-in-kindergarten>

*Martin's Big Words: The Life of Martin Luther King Jr.* by Doreen Rappaport

**Alternative Assessment:**

Teacher observation and anecdotal notes

Class participation

Students will respond to oral questioning and retell the events that took place in the videos and/or read-a-louds

Students will participate in class discussions

I am Jackie Robinson by Brad Meltzer

**YouTube:** *First Grade Timelines*

<https://youtu.be/vJcCqzVewIY>

- Identify why people work.
- Identify different types of jobs and careers.

Ask appropriate questions related to social studies topics.

Students will read about the different workers at school and what they do. They will then discuss where school workers do their job. (CRP2) (NJSLA.R7)

Students will read about community workers and the different jobs they do. They will discuss the different places people work in their community. (NJSLA.R2) (CRP4)

Students will brainstorm why people work and create a class list with their reasons. (CRP2, CRP4, CRP8)

**Project Based Learning;** Students will create a poster entitled *What Will When I Grow Up*. They will find digital pictures online or in magazines and choose a career they want. Students will add illustrations and

**Recommended Reading:** *Whose Hands Are These? A Community Helper Guessing Book* by Miranda Paul; Millbrook Press, 2016.

*The Bernstein Bears' Trouble with Money* by Stan

Berenstain; Random House, 2009.

*School's First Day of School* by Adam Rex; Roaring Brook Press, 2016.

*Police Officers on Patrol* by Kersten Hamilton; Viking Books, 2009.

*I Want to Be a Chef* by Dan Liebman; Firefly Books, 2013.

Youtube: *Alphabet Occupations*

<https://youtu.be/r6Oxqyd5qUw>

labels and present their books to the class. (CRP2, CRP4, CRP8)

As an introduction to Jobs, students will watch a short video where they will learn about jobs via an alphabet occupation song. (RF.K.1.D.)

As an introduction to this unit, students will watch a short video about the four seasons. (CRP2, CRP4, CRP8)

Seasons:

- Identify and describe fall, winter, spring and summer

Students will read books about the four seasons and create a class graph throughout the school year about what the weather is like.

### **Project Based Learning**

Students will read, *A Busy Year* by Leo Lionni  
Students will create and color in a tree in all four seasons.

*Seasons of the Year Video*  
<https://www.youtube.com/watch?v=8ZjpI6fgYSY>  
*What Will The Weather Be Like Today?* By Paul Rogers

*Caps, Hats, Socks, and Mittens: A Book About the Four Seasons* by Louise W. Borden

*A Busy Year* by Leo Lionni

- Supplies:
- blue cardstock paper
- cotton balls
- glue
- paper rolls



- scissors
- paint
- paintbrushes
- construction paper
- snowflake punch

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

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

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### **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 English increase</li> <li>● Introduce key vocabulary</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> <li>● Provide concrete examples and relate all new</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 expected to do</li> <li>● Instructions may be printed</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 introductory activities</li> <li>● Organize and offer flexible</li> </ul>

<p>before lesson</p> <ul style="list-style-type: none"> <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>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).</p> <ul style="list-style-type: none"> <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> <li>● Assistive Technology</li> <li>● Oral prompts can be given.</li> </ul>	<p>out in large print and hung up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> <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>small group learning activities</p> <ul style="list-style-type: none"> <li>● Use centers, contracts, or stations</li> <li>● Debrief students</li> </ul>
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	<ul style="list-style-type: none"> <li>● Allow answers to be given orally or dictated</li> </ul>		
<b>Interdisciplinary Connections:</b> <b>ELA - NJSLS/ELA:</b> <b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <b>RI.K.1</b> With prompting and support, ask and answer questions about details in a text. <b>RI.K.2</b> With Prompting and Support, identify the main topic and key details of a text. <b>RF.K.1.D.</b> Recognize and name all upper- and lowercase letters of the alphabet.  <b>Math:</b> <b>K.MD.A.2.</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of” “less of” the attribute, and describe the differences. <b>MP.6</b> Attend to precision <b>MP.7</b> Look for and make use of structure.			
<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 <a href="#">resources</a> .			
<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> Holidays, traditions, Thanksgiving, Christmas, Hanukkah, New Year’s Day, Martin Luther King Jr., Martin Luther King Jr. Day, Winter, Spring, Summer, Fall, Cold, Snowy, Icy, Freezing, Windy, Sunny, Rainy, Cool, Warm, Hot, Jobs, Careers, Carpenter, Firefighter, Goods, Job, Mechanic, Money, Nurse, Police Officer, Principal, Services, Teacher, Worker			