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<thead>
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<th>Page</th>
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<td>11</td>
</tr>
</tbody>
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Unit 1: All About Me
Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)
This unit will focus on developing an understanding of the student’s uniqueness along with what they have in common with all people. Additionally, this unit will focus on the theme of change (past, present and future).

Enduring Understandings
1. Students understand that all people have similarities and differences
2. People change over time
3. Each person is unique

Essential Questions
1. What characteristics do people have in common?
2. What does it mean to change?
3. How have you and how will you change? (past, present and future concept)

Acquired Skills
1. Comparing likeness and differences
2. Identify ways that people change
3. Know personal information such as name, address, phone number and birthday

Acquired Knowledge
1. Each person has individual physical characteristics
2. Each person has their own identifying information such as name, address, phone number and birthday

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessment
1. Graph eye, hair color of classmates
2. Describing attributes, likes/differences

Summative Assessment
1. State personal information (birthday, phone number, address) to teacher individually
2. Class discussions about self

Interdisciplinary Connections
1. Graphing color of eyes, hair, etc. (Math)
2. Draw a self-portrait with accurate characteristics (Art)
Accommodations and Modifications
Strategies used by teacher: modeling, hand over hand, one on one instruction, oral responses, wait time, multisensory approaches, and more time to complete task

Extensions
Strategies used by teacher: provide supplementary reading/writing activities to enhance learning.

Core Content Standards
6.1 D.1
6.1 D.4

Teacher Resources
1. Cheltenham Elementary School Kindergarten, *We Are All Alike, We Are All Different*. Scholastic, Inc., July 2003
Unit 2: Family and Friends
Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)
Family and friends are important to the growth of a child. This unit will explore the importance of family and friends in students’ lives.

Enduring Understandings
1. We are all members of a family
2. Families live in different places
3. Families celebrate in different ways
4. Families change over time

Essential Questions
1. What is a family?
2. Who is in my family?
3. How are families alike and different?
4. Where do families live?
5. How do families change?
6. How do we make friends?

Acquired Skills
1. Identify the members of my family
2. Identify the likeness and differences between families
3. Name and describe where families live
4. Describe how families celebrate holidays
5. Describe how families change over time

Acquired Knowledge
1. Families change as people grow older
2. A family tree can show members of a family and how families change over time
3. We make friends by being kind, helpful and cooperative

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments
1. Draw a family portrait with accurate characteristics and compare with classmates
2. Create a family tree
3. Role playing how to share, conflict resolution, manners, etc.

Summative Assessments
1. Observing how they solve conflicts on their own
Performance Assessment Task- GRASP

Goal
Students will understand how to resolve a conflict using the “I” messages

Role
Students will be a victim in a conflict

Audience
Classmates/teacher

Situation
The teacher will present a scenario and the students will resolve the conflict

Product
A role play conflict/resolution activity

Interdisciplinary Connections
1. Family math - addition sentences for number of people in your family
2. Draw a family portrait - Art

Accommodations and Modifications
Strategies used by teacher: modeling, hand over hand, one on one instruction, oral responses, wait time, multisensory approaches, and more time to complete task

Extensions
Strategies used by teacher: provide supplementary reading/writing activities to enhance learning.

Core Content Standards
See Strands 6.1 D4, 6.3

Teacher Resources
3. Cheltenham Elementary School Kindergarten, We Are All Alike, We Are All Different. Scholastic, Inc., July 2003
Unit 3: Responsible Citizens
Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)
This unit will assist students in understanding what it means to be a responsible citizen in the school community. The importance of respecting ourselves and others, our community, rules, adults and the environment will be emphasized.

Enduring Understandings
1. Students will begin to understand the benefit of cooperation and caring for others
2. Students will understand the importance of respecting themselves and others
3. Students will understand that rules are needed in order for them to feel safe

Essential Questions
1. What is a choice?
2. Why do we have rules? Where do they come from?
3. How do decisions that we make affect others?
4. What is respect and how do you show that you respect someone?
5. Why do we go to school?
6. Who are the members of our school community and what roles do they have?
7. How does everyone in the school community work together?

Acquired Skills
1. Identify the jobs that people have that help run the school.
2. Create a list of classroom rules.
3. Explain how we cooperate with each other.

Acquired Knowledge
1. Rules are there to make us safe.
2. We go to school to learn about new things and make new friends.
3. Members of our school community help us learn and be better citizens.
4. We should respect others

Core Content Standards
6.1.4A.1, 6.1.4A.11, 6.3 A, D

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments
1. Create a list of classroom rules, cooperatively
2. Draw pictures of people that help you in school or make a list of people that are helpers.
Summative Assessments
1. Observe the students follow the rules throughout the year.

Interdisciplinary Connections
1. Reading the rules
2. Responsive Classroom

Accommodations and Modifications
Strategies used by teacher: modeling, hand over hand, one on one instruction, oral responses, wait time, multisensory approaches, and more time to complete task

Extensions
Strategies used by teacher: provide supplementary reading/writing activities to enhance learning.

Teacher Resources
3. Shannon, David, *David Goes to School*, Scholastic, Inc., 1999 [Read Aloud - invite the children to identify what “David” should be doing in the classroom]
Unit 4: The United States and Its Celebrations
Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)
The goal of this unit is to introduce the students to concepts such as country, cultures, leaders, values, celebrations and holidays and patriotism.

Enduring Understandings
1. We are all part of a world community
2. There are different cultural groups in the United States and the world
3. People celebrate different holidays and have different customs throughout the world

Essential Questions
1. What makes a good leader?
2. How and why do we celebrate holidays? How do others celebrate holidays?
3. Does everyone celebrate holidays?

Acquired Knowledge
1. The holidays we celebrate in the United States
2. Cultural groups celebrate holidays differently throughout the world and have different customs
3. The great leaders in our country and around the world that have helped change the world

Acquired Skills
1. Name holidays that we celebrate
2. Give examples of how people live differently around the world and celebrate holidays around the world
3. Name people that have changed our world
4. How have some traditions changed over time (Thanksgiving)

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)
Formative Assessments
1. Share stories about holidays from around the world and make a craft related to each holiday
2. Write and illustrate journal reflections about how you celebrate holidays (teacher with student input)
3. Draw/write about a famous leader and something they are known for

Interdisciplinary Connections
1. Crafts (following directions)
2. Reading books and discussions (see below)
3. Writing/illustrating about holidays
4. Singing songs for the holidays

Accommodations and Modifications
Strategies used by teacher: modeling, hand over hand, one on one instruction, oral responses, wait time, multisensory approaches, and more time to complete task

Extensions
Strategies used by teacher: provide supplementary reading/writing activities to enhance learning

Core Content Standards
6.1.4A.10          6.1.4D.17-20
6.1.D.4            6.3A

Teacher Resources
Columbus Day:       Marzollo, Jean, In 1492, Scholastic, Inc., 2006
Thanksgiving:      Gibbons, Gail, Thanksgiving Is…, Holiday House, 2005
                      Swamp, Jake, Giving Thanks: A Native American Good Morning Message, Lee and Low Books, 2003
Hanukah:           Kimmel, Eric, The Hanukah Guest
                      Light the Lights by Moorman
                      Martin, David, Hanukah Lights
                      Kimmel, Eric, The Magic Dreidels
                      Kimmelman, Leslie, The Runaway Latkes
Christmas:         Bunting, Eve, The Night Tree
Kwanzaa:          Cooper, Melrose, Seven Days of Kwanzaa
Martin Luther King: Woodson, Jacqueline, The Other Side
                      Seuss, Dr., The Sneetches
                      Marzalotto, Jean, Happy Birthday Martin Luther King
President’s Day:   Kinters, Kay, Teacher for President
                      Cronin, Doreen, Duck for President
                      Brenner, Martha, Abe Lincoln’s Hat
                      George Washington’s Cherry Tree
Chinese New Year:  The Lion’s New Year
                      Waters, Kate, The Lion Dancer
Memorial Day:      Webster, Christine, The Pledge of Allegiance
Unit 5: Where Am I?
Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)
This unit will introduce geographical concepts to the students. They will be introduced to the concepts of near and far (spatial thinking) along with geography terms such as climate and weather. Chronological thinking (past, present and future) will be reinforced along with an introduction to maps and globes. Geography concepts that are grade level appropriate will be introduced.

Enduring Understandings
1. The United States is part of the world
2. Our world has changed over time
3. We need to take care of our world

Essential Questions
1. How and why do we use maps and globes?
2. What does a globe represent?
3. Where do you live?
4. How has our world changed?
5. Why do we need to take care of our world?

Acquired Knowledge
1. We live in New Jersey which is part of the United States
2. The United States is a country and our country is a part of the world
3. We can take care of our world by throwing away our trash
4. A globe is a round model of the earth
5. The earth is round
6. Our country is part of the world
7. There is more water than land on earth.

Acquired Skills
1. Name our country and state
2. Locate our state on a map
3. Locate land and bodies of water on a map and globe

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments
1. Locate New Jersey and the United States on a map
2. Locate land and bodies of water on a globe
3. Create a poster about ways to “Help our Earth”
4. Participate in a “clean-up” of the school grounds
5. Plant flowers or vegetables in a school garden
Interdisciplinary Connections
1. Create a “Help the Earth” poster
2. Plant seeds - Science
3. Songs about helping the Earth – Music
4. Locate where animals live around the world
   http://www.eduplace.com/ss/index.jsp (Map and Map skills)
5. Discuss environmental concerns of animals from around the world - Science

Accommodations and Modification
Strategies used by teacher: modeling, hand over hand, one on one instruction, oral responses, wait time, multisensory approaches, and more time to complete task

Extensions
Strategies used by teacher: provide supplementary reading/writing activities to enhance learning

Core Content Standards
6.1.4.B.1  6.1.4.B.9

Teacher Resources
1. http://www.eduplace.com/ss/index.jsp (Map/Map Skills)
2. Maps and globes – available in classrooms
3. Refer to Map and Globe Skills Chart included in the curriculum document
4. http://www.youtube.com/watch?v=aez_Vc2Qg5I [Earth Day Song, YouTube]
### Map and Globe Skills

<table>
<thead>
<tr>
<th>Description</th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>A map is a drawing or other representative of all or part of the earth.</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>On maps and globes, symbols are used to stand for real things.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>I/R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The earth is a huge sphere. We live on it. It is our home.</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>A globe is a small model of the earth and is the most accurate representation of the earth.</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Half of the earth is called a hemisphere.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>The equator separates the Northern and Southern Hemispheres.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R/M</td>
</tr>
<tr>
<td>Any part of a globe can be shown on a map.</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Large bodies of land are called continents.</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Large bodies of water are called oceans.</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>A legend or key on a map tells the meaning of colors and symbols used on the map.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>North may be shown any place on a map; north is not always the top of a map.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.</td>
<td>-</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The scale on a map or globe makes it possible to determine distances between places.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Maps and globes use legends or keys to tell the meaning of the symbols used on the map.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>All places on Earth can be located on maps and globes. Different maps provide different information about Earth.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Night and day are the result of the rotation of the earth.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>The Arctic and Antarctic Circles are imaginary lines that define the polar regions.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>The latitude and longitude of any place determine its exact location on a globe or map.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>A landform is a shape or feature of the earth's surface.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
</tbody>
</table>

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as stand alone units.