

PreSchool

Philosophy
<p>The Florham Park School District's social studies curriculum encourages the students to learn civic principles to become active members of the global community. For a productive and satisfying life, students must have meaningful engagement in the complex world around us. Social Studies allow students to explore and analyze people in connection to their past, their environment, and their societies.</p> <p>Through the New Jersey Core Curriculum Content Standards, the students will investigate the past and make connections to current events. Technology can enhance critical thinking, geography skills, effective communication, and historical understanding. Collaborative, student-centered lessons will promote effective social interactions and problem solving skills.</p> <p>Exposure to the diverse cultures in the world helps to promote empathy, self-reflection, and active global citizens. "Students must feel empowered to make informed and reasoned decisions through their knowledge and understanding of the diverse and dynamic nature of society and the interaction among cultures, societies, governments and environments."</p> <p style="text-align: center;">Florham Park's Holocaust and Amistad lessons and connection to the Social Studies Curriculum</p> <p>Florham Park has infused Holocaust and Amistad commission lessons throughout the curriculum. The curriculum infuses interactive read alouds throughout the school year. The purpose of the Amistad commission mandate is to infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history. Teachers will be provided books from the Amistad Commission recommended book list with questions to go along with the interactive read aloud books.</p> <p>Adapted from "ISB Social Studies Philosophy Statement" <i>International School of Beijing</i>. All Rights Reserved. © 2011. Web. 21 June 2011.</p>

Unit: Classroom and Community	Grade: Preschool
<p>Unit Overview:</p> <p>Classroom and Community allows the students to learn basic classroom rules, which facilitates positive social interactions with fellow students and teachers. The students will also learn about important people within the community. Students need to learn the structures of the classroom and community, in order to be a productive member. By learning cultures within the classroom and community, students will gain respect for all members of the community.</p>	
<p>NJ Student Learning Standards</p> <p>Standards</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p> <p>Primary interdisciplinary connections:</p>	

If you use themes for integrating the curriculum, you can use classroom and community as the theme for a unit. Throughout the focus areas you will find opportunities for students to read and write in the content area, to solve math problems, to discuss applications of social studies to our society, and to take on special projects. Some of these opportunities are woven into the focus areas directly, and some are described as interdisciplinary connections.

Content Statements

A. Civics, Government, and Human Rights

Citizenship begins with becoming a contributing member of the classroom community.

B. Geography, People, and the Environment

Everyone is part of a larger neighborhood and community.

D. History, Culture, and Perspectives

Individuals and families have unique characteristics.

There are many different cultures within the classroom and community.

Companion Standards:

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading History and Social Studies:

RI.1.1. Ask and answer questions about key details in a text

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

21st-Century Life & Career Skills

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

New Jersey Amistad Commission N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

CPI Standards

By the end of 2nd grade: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Core Idea	Performance Expectations
Civics, Government, and Human Rights: Processes and Rules	
Rules and [laws are established for our safety and well-being] people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	<ul style="list-style-type: none"> 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 [are needed]. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
[Ideal processes] Processes and rules [are designed to be fair, consistent, and respectful of all people's rights] should be fair, consistent, and respectful of the human rights of all people.	<ul style="list-style-type: none"> 6.1.2.CivicsPR.4: Explain [how individuals can work together to make decisions in the classroom] why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights
Civics, Government, and Human Rights: Civic Mindedness	
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 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.

Civics, Government, and Human Rights: Civics and Political Institutions		
The actions of individuals and government affect decisions made for the common good	<ul style="list-style-type: none"> 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsPI.6: Explain what government is and its function. 	
Economics, Innovation, and Technology: Economic Ways of Thinking		
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> 6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce 	
Limited resources influence choices.	<ul style="list-style-type: none"> 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. 	
[Effective decision-making skills can help when individuals and governments make economic decisions] Economic decisions made by individuals and governments should be informed by an effective decision making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community. 	
By the end of 2nd grade: 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 collaboratively to address the challenges that are inherent in living in an interconnected world		
6.3 Civics, Government and Human Rights: Participation and Deliberation		
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	<ul style="list-style-type: none"> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 	
Unit Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> Rules are meant to keep order. If you break rules, then there will be consequences. When everyone works together, the group benefits. Everyone deserves to be treated equally. 		<ul style="list-style-type: none"> What are some rules at your school? How do traffic signs help keep us safe? How can you show responsibility?
Unit Teaching Points:		
Lessons	Concepts <i>What will students know...</i>	Skills/ Performance Expectations <i>What students will be able to do...</i>

Lesson 1:	Students will be able to demonstrate an understanding of rules by following most classroom routines.	<ul style="list-style-type: none"> • Understand Rules and routines help us to know how to act and help us to make good choices
Lesson 2:	Students will be able to demonstrate responsibility by initiating simple classroom tasks and jobs.	<ul style="list-style-type: none"> • Demonstrate safe behaviors • Adapt to change in routine, conversation, direction • Take care of personal belongings with minimal assistance (backpack, coat) • Identify cubby
Lesson 3:	Students will be able to demonstrate appropriate behavior when collaborating with others.	<ul style="list-style-type: none"> • Take turns and work with partners • Follow directions (be regulated by others)
Lesson 4:	Students will be able to develop an awareness of the physical features of the neighborhood/community	<ul style="list-style-type: none"> • Respond to transition cues with minimal assistance (songs, blinking lights) • Accept redirection from adults
Lesson 5:	Students will be able to identify, discuss, and role-play the duties of a range of community workers	<ul style="list-style-type: none"> • Enact role play scenarios found in families and people of the communities
Lesson 6:	Students will be able to describe characteristics of oneself, one's family, and others.	<ul style="list-style-type: none"> • draw a visual representation of an object, person, or activity. • write a three word sentence.
Lesson 7:	Students will be able to demonstrate an understanding of family roles and traditions.	<ul style="list-style-type: none"> • Explain characteristics of families, themselves, and others • Understand cultures and how that impacts family and themselves
Lesson 8:	Students will be able to Express individuality and cultural diversity (e.g., through dramatic play).	<ul style="list-style-type: none"> • Enact role play scenarios found in families • Engage in conversations
Lesson 9:	Students will be able to learn about and respect other cultures within the classroom and community.	<ul style="list-style-type: none"> • Understand different cultures and backgrounds in the classroom community
Evidence of Learning (Assessments)		Accommodations and Modifications

Formative Assessments:	Special Education:
<ul style="list-style-type: none"> • Teacher observation • Student activities • Journal entries • Performance assessments • Open-ended questions • Oral presentations 	<ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learner Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
Summative Assessments:	
<ul style="list-style-type: none"> • Unit Projects • Written Analysis • Summative tests • Demonstrations • Portfolio 	
Benchmark Assessments:	
<ul style="list-style-type: none"> • Initial Benchmark: 3rd Week of September • Mid-year Benchmark: 4th Week of January • End of year Benchmark: Last week in May 	
Alternative Assessments:	English Language Learners:
<ul style="list-style-type: none"> • Choice Projects • Portfolios • Arguments Writing Assignments • Notebook assessments • Oral Presentations • Socratic Seminars • Primary Source Analysis • Social Studies Instructional Strategies 	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learner Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learner Mainstream Learners) <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learner Mainstream Learners) <p>Students with 504 Plans</p>

	<ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learner Mainstream Learners)
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • The Amistad Commission's Literacy Components for Primary Grades • Amistad Curriculum (K-12) • Community Helpers Theme • Dora's Clean Room Activity Pack • Teaching Social Studies in Preschool • Songs for Teaching • Richmond Edu. <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Stanford History Education Group • iCivics • Teaching Tolerance • Facing History and Ourselves • Go to Hugs Across America 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Rules in the Classroom</i> by Paul Bloom (Level C) • <i>Words are Not for Hurting</i> by Elizabeth Verdick (Level H) • <i>Hands Are Not for Hitting</i> by Martine Agassi (Level D) • <i>Working Together in the Classroom: Civic Virtues</i> (Level E) • <i>Any appropriate preschool book applicable to the unit chosen by the teacher</i> <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • Newsela • Brainpop • <i>I Stink!</i> By Kate McMullan (Level C) • <i>The Night Before Kindergarten</i> by Natasha Wing (Level I) • <i>Shades of People</i> by Shelly and Sheila Kelly Rotner (Level I) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • Newsela • Brain Pop JR. • Readworks • CNN10
Interdisciplinary Connections	Integration of Technology through NJSLs
	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration.

<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Creativity and Innovations • Critical Thinking and Problem Solving • Communication and Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Information Literacy
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Washington DC Trip • History Based Field Trip • Oregon Trail Webquest • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

