

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies



Original Adoption:	August 2025
Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Social Studies	
Course Title: Social Studies	
Grade Level: Kindergarten	
Unit Title	Pacing Guide in Days
Unit 1: Citizenship and Communities Diversity and Inclusion Holocaust Mandate Climate Change	30 days *Ongoing throughout the year as appropriate*
Unit 2: People in History & Understanding Holidays, Customs, & Traditions Amistad Mandate Asian Americans and Pacific Islanders (AAPI)	30 days *Ongoing throughout the year as appropriate*
Unit 3: Geography & Economics Climate Change	30 days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Social Studies	
Unit Title: Unit 1: Citizenship and Communities	Duration: 30 days *Ongoing throughout the year as appropriate*
Target Course/Grade Level: K	

Introduction/Unit Focus:

In this unit, students will learn what it means to be a citizen and how people live and work together in communities. A *citizen* is a person who belongs to a country. In the United States, citizens have special responsibilities and also share in the pride of their country through important songs, symbols, and sayings.

Good citizens help make their homes, schools, and neighborhoods better places. They show kindness, follow rules and laws, and treat others with respect. Citizens also make important choices for their communities by voting for leaders at the local, state, and national levels.

Students will also explore what makes a *community*. A community is a place where people live, work, and help each other. Communities can be found in big cities (urban), small towns or the countryside (rural), and in neighborhoods near cities (suburban). In all types of communities, people follow rules to stay safe and work together to solve problems.

As part of this unit, students will begin to understand how transportation and communication have changed over time in communities, and how these changes help people stay connected and get where they need to go.

Through stories, songs, class discussions, and hands-on activities, students will begin to see the important role they play as young citizens in their communities and country.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

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.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: 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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts

Civics, Government, and Human Rights: Civics and Political Institutions

Civics, Government, and Human Rights: Participation and Deliberation

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

Civics, Government, and Human Rights: Democratic Principles	
Civics, Government, and Human Rights: Processes and Rules	
Civics, Government, and Human Rights: Civic Mindedness	
Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

	<p>conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>
Presenting Arguments and Explanations	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
Engaging in Civil Discourse and Critiquing Conclusions	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>
Taking Informed Action	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p>
<p>Focus Standards (Major Standards) https://www.nj.gov/education/cccs</p>	
<p>Core Idea</p>	<p>Performance Expectation</p>

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

<p>Local Community and Government leaders have roles and responsibilities to provide services for their community members.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ➤ 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
<p>Rules for all to live by are a result of the actions of government, organization, and individuals.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
<p>The actions of individuals and government affect decisions made for the common good.</p>	<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.
<p>When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ➤ 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
<p>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)</p>	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ➤ 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ➤ 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p>	<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. ➤ 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
<p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
<p>Certain character traits can help individuals become productive members of their community.</p>	<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.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - Introduce a topic.
 - Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
Information is shared or conveyed in a variety of formats and sources	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts
Digital tools have a purpose.	9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the too
Technology Literacy: Digital tools have a purpose.	9.4.2.TL.4: Navigate a virtual space
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Technology has changed the way people live and work.	8.2.2.ITH.3: Identify how technology impacts or improves life.
Various tools can improve daily tasks and quality of life	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
When all members of the group are given the opportunity to participate in	6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

the decision-making process,
everyone's voice is heard.

community members and make recommendations for
change.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Learn that people live, work, and play in communities.
- Identify the characteristics of different communities (urban, suburban, and rural).
- Use literature to learn about life in cities, small towns, and rural areas.
- Recognize that neighbors live in the same neighborhood.
- Identify different types of groups within a community.
- Recognize that people in a community work together for the common good.
- Identify important community landmarks and understand their significance.
- Discuss different kinds of transportation and communication in their community.
- Identify how transportation and communication have changed over time and how those changes affect people's lives.
- Recognize the ways rules and laws help keep people safe and make communities better.
- Explain why homes, schools, and communities need rules and laws.
- Give examples of rules and laws.
- Discuss how people in a community make decisions together.
- Identify voting as one way to make group decisions.
- Participate in a classroom or school election.
- Define what it means to be a good citizen in their community.
- Identify the qualities of good citizenship, such as being helpful, honest, fair, responsible, and respectful.
- Show good citizenship by following rules and helping others.
- Recognize leadership roles in the community, state, and country.
- Describe what makes a good leader.
- Identify and describe historical figures who showed good citizenship.
- Explain what respect means and how we can show it to others.
- Identify the different races and cultures that make up the United States.
- Explain, in simple terms, what prejudice and discrimination mean.
- Learn about contributions made by famous African Americans.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- Identify important U.S. symbols such as the American flag, Liberty Bell, Statue of Liberty, and bald eagle.
- Listen to and talk about patriotic songs.

Unit Enduring Understandings:

Students will know...

- A community is a place where people live, work, and have fun together.
- A neighbor is someone who lives nearby.
- Communities can be urban, suburban, or rural.
- Community helpers are people who help others in the community.
- Rules and laws help people live together safely and fairly.
- A good citizen helps others, follows rules, and works to improve their home, school, and country.
- Good citizens treat others the way they want to be treated.
- People in communities make decisions together, sometimes by voting.
- The United States has important symbols like the American flag, the Liberty Bell, the Statue of Liberty, and the bald eagle.

Unit Essential Questions:

- What are rules?
- What are laws?
- Why do communities need rules and laws?
- What is a community?
- What are neighbors?
- What different kinds of communities are there?
- What is a community helper?
- What is a good citizen?
- How does a good citizen act?
- What does it mean to be respectful?
- Why do communities need leaders?
- What is voting?
- How do people make decisions in a community?
- What is a symbol?
- What are some symbols that represent the United States?
- How have transportation and communication changed over time?

Instructional Plan

- Create Class Rules using Think-Pair-Share protocol
- Read Aloud/Mentor Texts
 - Our Class is a Family by Shannon Olsen

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- What Can a Citizen Do? by Dave Eggers
- Remarkably You by Zietlow Miller and Patrice Barton
- Brainpop Jr
 - US Symbols
 - Statue of Liberty
 - Rural, Suburban, Urban
- Pebble Go - Being a Good Citizen
 - Patriotism
 - Respect
 - Responsibility
 - Honesty
 - Leadership
- Using Scholastic Weekly Readers, Leveled Readers, PBS Kids, online resources, videos and printables, the teacher & students will discuss and analyze the importance of a community, citizenship, US symbols, rules & laws, to understand how communities and citizens. The teacher will use standards, suggested resources, assessments, and modifications to meet the needs of all students,
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Low-Prep Strategies:

- Choices of books: Various fiction and non-fiction books of different text complexity that students are allowed to choose from for content study.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on formative and summative data.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

High-Prep Strategies:

- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments

Benchmark Assessment:

- End of Unit Assessments

Alternative Assessments

- Based on IEP or 504 as needed
- Portfolio Review

Performance Tasks:

- Hands-on Exploration Learning Projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, pictures, and real objects (maps, artifacts, photos).
- Provide graphic organizers and simple outlines.
- Pre-teach and review key vocabulary.
- Pair students with a “learning buddy” for support.
- Provide preferential seating.
- Use movement or gestures to reinforce vocabulary.
- Allow extra time for tasks and assessments.
- Provide small-group or one-on-one support.
- Accept oral or dictated answers in place of written work.
- Use large-print or digital text with audio support.
- Provide scribes or augmentative communication devices if needed.

Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for assignments/tests.
 - Offer small-group or quiet settings for tasks.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital text with audio features.
 - Allow use of scribes or communication devices when required.
-

Students at Risk of School Failure

- Provide extended time for assignments and tests.
 - Reduce the number of questions on assessments.
 - Provide a copy of notes or visual study guides.
 - Pre-teach key vocabulary and concepts.
 - Assign peer tutoring or a learning buddy.
 - Provide preferential seating.
 - Offer frequent teacher check-ins and encouragement.
-

Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
 - Use Bloom’s Taxonomy prompts (analyze, evaluate, create).
 - Encourage discovery through independent projects or research.
 - Offer interest-based extension activities.
 - Provide advanced reading materials or enrichment texts.
 - Use “why” and “what if” questions to foster inquiry.
 - Provide choice in projects and activities.
 - Offer enrichment centers, simulations, or problem-solving tasks.
 - Allow opportunities for presentations or class leadership roles.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide small-group instruction with language supports.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- Allow extra time for assignments and assessments.
 - Accept oral responses.
 - Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
 - Label classroom items and visuals to support comprehension.
 - Use sentence frames for discussions (e.g., “I think ___ because ___”).
 - Provide picture glossaries for social studies terms.
-

Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials

- Geodes
- Scholastic Weekly Readers
- BrainPop

Supplemental Materials

- Epic Books
- Literature
 - *What Can a Citizen Do?* by Dave Eggers
 - *F is for Flag* by Wendy Cheyette Lewison Illustrated by Barbara Duke
 - *Remarkably You* by Pat Zietlow Miller and Patrice Barton
 - *Duck for President* by Doreen Cronin, illustrated by Betsy Lewin
 - *The Pledge of Allegiance* by Scholastic, Inc.
 - *One Vote, Two Votes, I Vote, You Vote* by Bonnie Worth, illustrated by Aristedes Ruiz and Joe Mathieu
- Readworks

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- Pebble Go Next
- Nearpod
- Edpuzzle
- Fundamental Readers

Intervention Materials

- Vocabulary
- Readings
- Mini Lessons

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview

Content Area: Social Studies

Unit Title: Unit 2: People In History & Understanding Holidays, Customs, & Traditions

Duration: 30 days

Ongoing throughout the year as appropriate

Target Course/Grade Level: K

Introduction/Unit Focus:

In this unit, students will explore the early beginnings of what is now the United States. They will learn that Native Americans were the first people to live in North America and had rich traditions, cultures, and ways of life that continue to influence our nation today.

Students will discover how people from other parts of the world began arriving in America, starting with early explorers. They will learn about the Pilgrims and how they faced many challenges when they arrived and how Native Americans helped them survive. Students will also be introduced to how the original 13 colonies joined together to form a new country, the United States.

Throughout the unit, students will learn about important historical figures and documents that helped shape our nation. They will begin to understand that the United States has grown and changed over time as new people have come and contributed to its development.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

As the school year progresses, holidays will be discussed during their appropriate seasons. Students will explore how different celebrations reflect American values such as freedom, community, and diversity. They will recognize how holidays connect us to both local and national traditions, and how different people celebrate them in unique ways.

By the end of the unit, students will have a deeper understanding of how our country began, who helped build it, and how we continue to remember and celebrate our shared history.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

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.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: 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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts

Civics, Government, and Human Rights: Democratic Principles

History, Culture, and Perspectives: Understanding Perspectives

History, Culture and Perspectives: Historical Sourcing and Evidence

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

	discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ➤ 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. ➤
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none"> ➤ 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. ➤ 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none"> ➤ 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture’s history.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - Introduce a topic.
 - Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Critical Thinking and Problem-solving
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Global and Cultural Awareness
Individuals from different cultures may have different points of view and experiences.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide

Core Ideas

Performance Expectations (Identified with Standard Number and Statement)

8.2 Design Thinking
Effects of Technology on the Natural World The use of

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
8.2.2.ETW.2: Identify the natural resources needed to

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

<p>technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.</p>	<p>create a product. 8.2.2.ETW.3: Describe or model the system used for recycling technology. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.</p>
<p>8.2 Design Thinking Engineering Design Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions Limitations (constraints) must be considered when engineering designs.</p>	<p>8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design Process. 8.2.2.ED.4: Identify constraints and their role in the engineering design process</p>

Knowledge and Skills

<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Identify major holidays and relate how different people celebrate them. ➤ Explain why certain holidays are related to history. ➤ Identify early explorers to America. ➤ Explain how the original 13 colonies became the United States. ➤ Recognize how the Pilgrims overcame hardship with the help of Native Americans. ➤ Identify Native Americans as the first people to live in North America. ➤ Describe Native American traditions. ➤ Identify contributions of historical figures that have influenced the nation. ➤ Identify important historical documents to the development of the United States. ➤ List how the Native Americans helped the Pilgrims overcome hardship. ➤ Name historical figures and documents and describe how they contributed to our history. ➤ Explain how selected celebrations reflect an American love of individualism and freedom. ➤ Discuss how holidays reflect our local and national heritage. ➤ Recognize Native Americans as the first people to live in North America. ➤ Explain Native American traditions.
--

Unit Enduring Understandings:

Students will know...

- A tradition is a special way of doing something to what is passed down over time.
- People celebrate different holidays throughout the year depending on one's culture and heritage.
- George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development.
- Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.
- Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.
- The United States Constitution and the Bill of Rights are important documents that led to the development of our nation.
- An immigrant is a person who leaves a country to live in another.
- An explorer is a person who traveled to learn about a new place.
- Pioneers leave their homes to inhabit a land they do not know.
- Labor Day is when we show respect for our country's working people.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.
- Memorial Day is when we show respect for the soldiers who died for our country.
- Independence Day is when we celebrate our country's birthday.

Unit Essential Questions:

- What is Dr. Martin Luther King Jr. Day?
- What is Thanksgiving?
- What is Presidents' Day?
- What is a Native American?
- What other holidays are celebrated?
- What is Labor Day?
- What is a pioneer?
- What is an explorer?
- How did the Native Americans help the Pilgrims?
- What key historical people and documents led to the development of our nation?
- What is Independence Day?

- What is Veterans' Day?
- What are traditions?
- What is an immigrant?

Instructional Plan

- Read alouds/Mentor Texts
 - Bigmama's by Donald Crews
 - Kevin's Kwanzaa by Lisa Bullard
- Brainpop Jr.
 - Thanksgiving
 - Cherokee
 - Halloween
 - Winter Holidays
 - Christopher Columbus
 - Abraham Lincoln
 - George Washington
 - Martin Luther King Jr.
- Pebble Go - Holidays
 - Cinco de Mayo
 - Day of the Dead
 - Diwali
 - Hanukkah
 - Halloween
 - Juneteenth
 - Islamic New Year
 - Hmong New Year
- Scholastic Weekly Readers, Geodes, Leveled Readers, Mentor Texts, PBS Kids, Online resources, Videos and printables, the teacher & students will discuss and analyze the importance of cultural celebrations and our heritage, people and places in history. The teacher will use standards, suggested resources, assessments, and modifications to meet the needs of all students,
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Low-Prep Strategies:

- Choices of books: Various fiction and non-fiction books of different text complexity that students are allowed to choose from for content study.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on formative and summative data.

- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

High-Prep Strategies:

- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments

Benchmark Assessment:

- End of Unit Assessments

Alternative Assessments

- Based on IEP or 504 as needed
- Portfolio Review

Performance Tasks: (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task.

- Hands on exploration learning projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, pictures, and real objects (maps, artifacts, photos).
- Provide graphic organizers and simple outlines.
- Pre-teach and review key vocabulary.
- Pair students with a “learning buddy” for support.
- Provide preferential seating.
- Use movement or gestures to reinforce vocabulary.
- Allow extra time for tasks and assessments.
- Provide small-group or one-on-one support.
- Accept oral or dictated answers in place of written work.
- Use large-print or digital text with audio support.
- Provide scribes or augmentative communication devices if needed.

Students with 504 Plans

- Follow the 504 plan.
- Provide extra time for assignments/tests.
- Offer small-group or quiet settings for tasks.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital text with audio features.
- Allow use of scribes or communication devices when required.

Students at Risk of School Failure

- Provide extended time for assignments and tests.
- Reduce the number of questions on assessments.
- Provide a copy of notes or visual study guides.
- Pre-teach key vocabulary and concepts.
- Assign peer tutoring or a learning buddy.
- Provide preferential seating.
- Offer frequent teacher check-ins and encouragement.

Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
- Use Bloom’s Taxonomy prompts (analyze, evaluate, create).
- Encourage discovery through independent projects or research.
- Offer interest-based extension activities.
- Provide advanced reading materials or enrichment texts.
- Use “why” and “what if” questions to foster inquiry.
- Provide choice in projects and activities.
- Offer enrichment centers, simulations, or problem-solving tasks.
- Allow opportunities for presentations or class leadership roles.

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide small-group instruction with language supports.
- Allow extra time for assignments and assessments.
- Accept oral responses.
- Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
- Label classroom items and visuals to support comprehension.
- Use sentence frames for discussions (e.g., “I think ___ because ___”).
- Provide picture glossaries for social studies terms.

Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials

- Geodes
- Scholastic Weekly Readers
- BrainPop

Supplemental Materials

- Epic Books
- Literature
 - Geodes, Kindergarten, Module 4: Brush & Ink, Floating Market
 - *September 12th: We Knew Everything Would Be Alright* by Masterson Elementary Students
 - Labor Day from Epic!
 - *The Legend of Spookley the Square Pumpkin* by Joe Troiano, Susan Banta (Illustrator)
 - *Thanksgiving is for giving thanks* by Margaret Sutherland
 - *Hero Dad* by Melinda Hardin
 - *The Night Before Hanukkah* by Natasha Wing
 - *Kevin's Kwanzaa* by Lisa Bullard
 - *Bringing in the New Year* by Grace Lin
 - *Shanté Keys and the New Year's Peas* by Gail Piernas-Davenport
 - *Dream Snow* by Eric Carle
 - *VALENSTEINS* by Ethan Vaughn
 - *Mating Luther King Jr.* by Marion Dune Bauer
 - *Celebrating President's Day: What Is a President?* by Kimberly Jordano
 - *Let's Look at Spring* by Sarah L Schuette
 - *Memorial Day Surprise* By Theresa Martin Golding
 - *The Very First Americans* by Cara Ashrose
 - *One Little, Two Little, Three Little Pilgrims* by B.G. Hennessy
 - *The Littlest Pilgrim* by Brandi Dougherty, ill. by Kirsten Richards
- Readworks
- Pebble Go Next
- Nearpod
- Edpuzzle
- Fundamental Readers

Intervention Materials

- Vocabulary
- Readings
- Mini Lessons

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview	
Content Area: Social Studies	
Unit Title: Unit 3: Geography & Economics	Duration: 30 days
Target Course/Grade Level: Kindergarten	
Introduction/Unit Focus:	
<p>This unit introduces young learners to our Earth, the natural world, and how people interact with it. Students will explore the plants, animals, and people that share our planet and learn about Earth’s natural resources, what they are and why it’s important to care for and conserve them. Using maps and globes, students will discover different landforms and bodies of water and understand how seasons and weather impact daily life.</p> <p>The unit also focuses on work and money. Children will learn that people work to earn money to buy goods and services. They will understand the roles of producers and consumers, explore how people make choices to spend or save money, and recognize the importance of trade in obtaining products.</p> <p>Finally, students will discover how science and technology have changed the way we communicate, travel, and enjoy recreation, highlighting how these changes affect our lives today.</p>	
Disciplinary Concepts for the Unit	
<p>Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training 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.</p> <p>Standard 9.4 Life Literacies and Key Skills This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: 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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions,

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts

Economics, Innovation, and Technology: Economic Ways of Thinking

Economics, Innovation, and Technology: Exchange and Markets

Geography, People and the Environment: Human Population Patterns

Geography, People and the Environment: Spatial Views of the World

Geography, People and the Environment: Human Environment Interaction

Geography, People and the Environment: Global Interconnections

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others’ perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people,

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

	places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

Core Idea	Performance Expectation
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.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). Goods and services are produced and exchanged in multiple ways.	<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.
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> ➤ 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. ➤ 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ➤ 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> ➤ 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> ➤ 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ➤ 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> ➤ 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ➤ 6.1.2.Geo.HE.2: Describe how human activities affect the culture and

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

	<p>environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <ul style="list-style-type: none"> ➤ 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. ➤ 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
<p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
<p>New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs</p>	
<ul style="list-style-type: none"> ➤ RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ➤ RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. ➤ RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ➤ RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how) ➤ W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. <ul style="list-style-type: none"> ○ Introduce a topic. ○ Develop the topic with at least two facts or other information and examples related to the topic, including pictures. 	
<p>New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills Articulation Guide</u></p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and statement)</p>
<p>Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p>	<p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>
<p>Global and Cultural Awareness Individuals from different cultures</p>	<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to</p>

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

may have different points of view and experiences.	the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<p>8.2 Design Thinking Effects of Technology on the Natural World The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.</p>	<p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. 8.2.2.ETW.2: Identify the natural resources needed to create a product. 8.2.2.ETW.3: Describe or model the system used for recycling technology. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.</p>
<p>8.2 Design Thinking Engineering Design Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions Limitations (constraints) must be considered when engineering designs.</p>	<p>8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design Process. 8.2.2.ED.4: Identify constraints and their role in the engineering design process</p>

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> ➤ 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> ➤ 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. ➤ 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

	informed about an environmental issue and identify possible solutions.
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> ➤ 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ➤ 6.1.2.Geo.HE3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Identify what a map is and explain how it helps us find places.
- Define natural resources and give examples.
- Explain how people have changed the Earth.
- Describe how people depend on natural resources.
- Recognize that volunteers do important work without being paid.
- Distinguish between land and oceans on maps and globes.
- Use maps and globes to locate the United States.
- Define goods and services and tell the difference between them.
- Explain why people work and how work helps them earn money.
- Explain how weather affects daily activities and work.
- Illustrate ways people can protect, conserve, and replenish Earth's resources.
- Understand the difference between weather and seasons.
- Identify and give examples of needs and wants.
- Recognize that maps show land, water, cities, streets, and important places.
- Describe how people make choices about spending and saving money.
- Define what trade means.
- Understand that people have different jobs to earn money.

Unit Enduring Understandings:

Students will know...

- A map is a drawing that shows what a place looks like from above.
- A factory is a place where goods are made.
- The four seasons—summer, fall, winter, and spring—affect how we live each day.
- Technology is a tool or invention that makes work easier or faster.
- People work to earn money to meet their needs and wants.
- Natural resources come from nature and are used by people.
- Geography teaches us about Earth and the living things on it.
- Trade means giving something to get something back.
- Needs are things people must have to live, such as food, water, and shelter. Wants are things people would like to have but don't need to live.
- The United States has many landforms and bodies of water.
- Volunteers do important jobs even though they don't get paid.
- Our world includes seven continents and four oceans.
- Goods are things that are made or grown. Services are things people do for others.
- We can protect Earth by using resources carefully and recycling.
- Maps help us find places and show land, water, cities, streets, and important buildings

Unit Essential Questions:

- What is a volunteer?
- What is a factory?
- What are goods and services?
- What is technology?
- Why do we use maps and how do they help us?
- Where is the United States on a map or globe?
- How can we protect the Earth and its resources?
- What are needs and wants?
- What are natural resources and how do we use them?
- Why do people work?
- What are important features of our country?
- What is trade?
- What are the four seasons and how do they change our daily lives?
- What kinds of landforms and bodies of water make up our country?
- What is a map?

Instructional Plan

- Read alouds/Mentor Texts
 - *The Earth and I* by Frank Asch
 - *Our Earth* by Anne Rockwell

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- Brainpop Jr
 - Needs and Wants
- Pebble Go - All About Money
 - Consumers and Producers
 - Needs and Wants
 - Scarcity
 - Supply and Demand
- Using Scholastic Weekly Readers, Leveled Readers, PBS Kids, online resources, videos and printables, the teacher & students will discuss and analyze the importance of geography and how our Earth tells about the people, plants, and animals. Maps and globes help us learn about our Earth's landforms and bodies of water and Earth's seasons & weather affect our lives. People depend on Earth's natural resources & that we need to protect and conserve them. By working together people get the things they need and want, some people are producers, but not all are consumers, and the products & services are available through trade. The teacher will use standards, suggested resources, assessments, and modifications to meet the needs of all students,
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Low-Prep Strategies:

- Choices of books: Various fiction and non-fiction books of different text complexity that students are allowed to choose from for content study.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on formative and summative data.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

High-Prep Strategies:

- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments

Benchmark Assessment:

- End of Unit Assessments

Alternative Assessments

- Based on IEP or 504 as needed
- Portfolio Review

Performance Tasks:

- Hands-on Exploration Learning Projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, pictures, and real objects (maps, artifacts, photos).
- Provide graphic organizers and simple outlines.
- Pre-teach and review key vocabulary.
- Pair students with a “learning buddy” for support.
- Provide preferential seating.
- Use movement or gestures to reinforce vocabulary.
- Allow extra time for tasks and assessments.
- Provide small-group or one-on-one support.
- Accept oral or dictated answers in place of written work.
- Use large-print or digital text with audio support.

**Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies**

- Provide scribes or augmentative communication devices if needed.

Students with 504 Plans

- Follow the 504 plan.
- Provide extra time for assignments/tests.
- Offer small-group or quiet settings for tasks.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital text with audio features.
- Allow use of scribes or communication devices when required.

Students at Risk of School Failure

- Provide extended time for assignments and tests.
- Reduce the number of questions on assessments.
- Provide a copy of notes or visual study guides.
- Pre-teach key vocabulary and concepts.
- Assign peer tutoring or a learning buddy.
- Provide preferential seating.
- Offer frequent teacher check-ins and encouragement.

Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
- Use Bloom's Taxonomy prompts (analyze, evaluate, create).
- Encourage discovery through independent projects or research.
- Offer interest-based extension activities.
- Provide advanced reading materials or enrichment texts.
- Use "why" and "what if" questions to foster inquiry.
- Provide choice in projects and activities.
- Offer enrichment centers, simulations, or problem-solving tasks.
- Allow opportunities for presentations or class leadership roles.

Multilingual Learners

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- Collaborate with ESL/MLL teachers.
- Provide small-group instruction with language supports.
- Allow extra time for assignments and assessments.
- Accept oral responses.
- Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
- Label classroom items and visuals to support comprehension.
- Use sentence frames for discussions (e.g., “I think ___ because ___”).
- Provide picture glossaries for social studies terms.

Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials

- Geodes
- Scholastic Weekly Readers
- BrainPop

Supplemental Materials

- Epic Books
- Literature
 - *The Earth and I* by Frank Asch
 - *Our Earth* by Anne Rockwell
 - *Earthdance* by Joanne Ryder
 - *In November* by Cynthia Rylant
 - *On the Same Day in March: A Tour of the World’s Weather* by Marilyn Singer

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Social Studies

- *Our Big Home: An Earth Poem* by Linda Glaser River
- *Lily Learns about Wants and Needs* by Lisa Bullard
- *Goods or Services* by JannR Adil
- *Jenny Found a Penny* by Trudy Harris
- *Bunny Money* by Rosemary Wells
- *What Do People Do All Day?* Written & illustrated by Richard Scarry
- *Night Job* Written by Karen Hesse & illustrated by G Brian Karas

- Readworks
- Pebble Go Next
- Nearpod
- Edpuzzle
- Fundamental Readers

Intervention Materials

- Vocabulary
- Readings
- Mini Lessons

Teacher Notes