

READINGTON PUBLIC SCHOOL DISTRICT

Kindergarten Social Studies 2022

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## I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model which prepares students to produce and critically consume information in our global society.

## II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

## III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in the standards.

## IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## V. PACING GUIDE

Units	Key Topics
Unit 1 Navigating School September to November	<ul style="list-style-type: none"><li>• Understanding the physical locations of their school that are important to them.</li><li>• Becoming familiar with the people who interact with them throughout the school day.</li><li>• Developing a strong foundation to understand their role in school.</li><li>• Making good choices in order to make school a great place for themselves and others.</li></ul>

<p><b>Unit 2</b>  <b>My Team and Myself</b>  <b>December to Mid-March</b></p>	<ul style="list-style-type: none"> <li>• Explore essential elements of identity: physical identity, family and cultural identity, special qualities, strengths, and challenges.</li> <li>• Recognize students can contribute to their class community and their own learning.</li> <li>• Investigate how diversity makes a team more powerful and how they can work together to accomplish amazing things.</li> </ul>
<p><b>Unit 3</b>  <b>Past, Present, and Future</b>  <b>Mid-March to June</b></p>	<ul style="list-style-type: none"> <li>• Investigating cycles and patterns (ex. seasons change, people get older, etc.).</li> <li>• Make sense of time passing by investigating time and patterns (ex. months of the year, weeks in a month, days in a week, etc.)</li> <li>• How some things stay the same, cycles repeat, and people track time in similar ways to make plans together.</li> <li>• Make predictions and plan for the future with a partner and independently.</li> </ul>

## VI. UNITS OF STUDY

Kindergarten Unit 1 Navigating School
Desired Results
<p><b>Standards:</b></p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>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> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>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).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**Understandings:**

- There are physical locations of the school that are important to students and the people who interact with them throughout their school day.
- Students have a role in the school, and they can make choices that will make school a great place for themselves and those around them.

**Essential Questions:**

- What does it mean to navigate school?
- Who is here to help me?
- How can I help others?
- How can I be a problem solver?

***Students will be able to...***

Module 1:

- Identify some of the spaces, places, and norms at school
- Consider another perspective
- Recognize key vocabulary for the unit, with support

Module 2:

- Use evidence from a source to gather information about school locations, activities, and norms
- Create representations of important features of school locations
- Describe and model the behavioral norms for different spaces
- Explain how norms can help people to be safe, happy, and productive throughout the school

Module 3:

- Describe the roles and responsibilities of people in school
- Generate interview questions about roles and responsibilities
- Gather information by conducting an interview
- Make reasoned claims about the importance of a school helper

Module 4:

- Analyze situations in which they can be helpful in school
- Generate ideas for helping at school
- Describe how their responsibilities benefit the school community
- Predict how their helpful acts may impact others

Module 5:

- Analyze problems and their causes in various locations at school
- Analyze strategies for solving problems at school
- Use evidence to draw conclusions about conflict resolution
- Predict the outcomes of actions
- Generate ideas about challenges and opportunities related to the school community

**Lessons and Learning Activities**

Module 1:

- Hook Activity: School's First Day
- Generating Investigation Questions

Module 2:

- Identifying Important School Places
- Walking the School
- Building a 3D Classroom Map
- Reflecting on Norms Around the School

Module 3:

- Identifying Helpers in the School
- Planning Interview Questions
- Critique of Interview Questions
- Interviewing a School Helper
- Appreciating School Helpers

Module 4:

<ul style="list-style-type: none"> <li>• The Student's Role</li> <li>• Responsible, Safe, Respectful</li> <li>• Being Kind</li> <li>• Helping Others at School</li> </ul> <p>Module 5:</p> <ul style="list-style-type: none"> <li>• Problems at School</li> <li>• Strategies for Solving Problems</li> <li>• Being a Problem Solver</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>ELA: L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <b>Activity:</b> Read <i>I Am Enough</i> by Grace Byers. Locate the terms from the unit vocabulary cards in the text and use them when discussing the book with the class.</p> <p><b>Comprehensive Health and Physical Education: 2.1.2.EH.3</b> Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). <b>Activity:</b> Children will watch a BrainPOP Jr. video <a href="#">BrainPOP Jr. Emotions</a>. Discuss how to keep yourself in control in all school settings.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>Activity:</b> Problem solve as issues arise while drafting and planning interview questions.</p> <p><b>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. <b>Activity:</b> Students listen to <a href="#">Things I Like</a> By Anthony Browne and share things they like to draw or write.</p> <p><b>9.4 Life Literacies and Key Skills: 9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives. <b>Activity:</b> Together, think of a problem in your classroom and discuss different solutions. Emphasize welcoming different suggestions and understanding that there can be more than one way to solve a problem.</p>	
<b>Computer Science and Design Thinking</b>	
<p><b>8.1.2.DA.4:</b> Make predictions based on data using charts or graphs. <b>Activity:</b> After viewing BrainPopJr <a href="#">Tally Charts and Bar Graphs</a> create a tally chart or bar graph with the class and allow the children to make predictions based on the data obtained.</p>	
<b>Assessment Evidence</b>	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Observe the class and gauge their general entry point to key concepts and skills; look for:             <ul style="list-style-type: none"> <li>o Prior knowledge about places, activities, and norms at school</li> </ul> </li> <li>• Norms Drawings</li> <li>• School Helper</li> <li>• Helping Claim</li> <li>• Be a Problem Solver</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Module 2 Observations teacher worksheet</li> </ul>	<p><b>Benchmark:</b></p> <p>Inquiry Product Rubric Student Participation Assessment</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral reporting of formative assessments</li> </ul>

<ul style="list-style-type: none"> <li>• Module 3 Observations teacher worksheet</li> <li>• Module 4 Observations teacher worksheet</li> <li>• Module 5 Observations" teacher worksheet</li> <li>• Unit project</li> </ul>	
<b>Resources</b>	
<p><b>Core Materials:</b></p> <ul style="list-style-type: none"> <li>• Most updated version of inquirED Grade K</li> </ul> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Technology: <ul style="list-style-type: none"> <li>◦ iPads</li> <li>◦ <a href="#">BrainPOPJr. Emotions</a></li> <li>◦ <a href="#">Things I Like</a></li> <li>◦ BrainPopJr <a href="#">Tally Charts and Bar Graphs</a></li> </ul> </li> </ul>	

<p align="center"><b>Kindergarten Unit 2</b> <b>My Team and Myself</b></p>	
<b>Desired Results</b>	
<p><b>Standards:</b></p> <p>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.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Discovering what you can do together begins with understanding who you are: your physical identity, your family and cultural identity, special qualities, strengths, and challenges.</li> <li>• Students can contribute to their class community and their own learning.</li> <li>• Diversity makes a team more powerful and we can work together to accomplish amazing things.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• What powers do I have that contribute to my learning and my classroom community?</li> <li>• How do our differences make our class community powerful?</li> <li>• How does working together make us a powerful class team?</li> </ul>
<p><b><i>Students will be able to...</i></b></p> <p>Module 1:</p> <ul style="list-style-type: none"> <li>• Generate ideas about how they play an important role in a community</li> <li>• Generate ideas about how their own strengths help them contribute to a community</li> </ul>	

- Generate meaningful questions about how students can unite their powers to build a powerful class community with support of question words (Who, What, Where, When, Why, How)
- Evaluate and select Investigation Questions

Module 2:

- Explore how their family contributes to who they are
- Represent aspects of who they are on an Identity Cube Panel (physical, cultural, familial, etc.)
- Explain how their Identity Cube Panel represents who they are
- Recognize that learning about their own identities and the identities of others benefits the class community (Holocaust)

Module 3:

- Identify the power of their brains to do, think, and feel
- Describe how they can contribute to the classroom community
- Identify challenges and consider areas for growth
- Set personal goals

Module 4:

- Analyze various ways people can be different from each other
- Respond to differences with kindness and respect (Holocaust)
- Explain how differences benefit a community or team
- Collect evidence about what makes a peer special
- Represent something special about a peer that benefits the community

Module 5:

- Analyze the benefits of cooperation
- Collaborate with peers
- Use evidence to support a claim about the benefits of teamwork
- Generate ideas for challenges or opportunities that they might address as a team

### Lessons and Learning Activities

Module 1:

- Hook Activity: Revealing Strengths
- Generating Investigation Questions

Module 2:

- Creating a Self-Portrait (Diversity and Inclusion)
- The Colors of Us
  - Read aloud of [\*Eyes that Kiss in the Corners\* by Joanna Ho](#).
- My Family, My Culture, My Identity (Holocaust)
- Sharing Our Cultures
- Celebrating Who I Am

Module 3:

- Brainpower
- The Power of Believing in Myself
- My Powerful Voice
- Our Power to Grow

Module 4:

- It's Okay to Be Different
- Our Differences Can Be Our Superpowers
- Different Skills Make a Team Stronger
  - Discuss different community leaders and how they work together
  - Martin Luther King read aloud (Amistad)
- Our Powerful Classmates
- Special Qualities Partner Critique

Module 5:

- Cooperation
- Disagreeing with the Team
- What Do I Bring to the Team?

<ul style="list-style-type: none"> <li>What We Can Accomplish Together</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>ELA: SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <b>Activity:</b> Students will verbally or pictorially share something about their family.</p> <p><b>Media Art: 1.5.2.Cn10a:</b> Create art that tells a story or describes life events in home, school and community. <b>Activity:</b> Perform a read aloud of <a href="#">Eyes That Kiss in the Corners by Joanna Ho</a>. Students will draw a picture of their family at a special event and share it with the class. (AAPI)</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b> Demonstrate creativity and innovation. <b>Activity:</b> Students will draw a picture of their family at a special event and share it with the class.</p> <p><b>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. <b>Activity:</b> Watch and discuss BrainPopJr. <a href="#">Community Helpers</a>. Focus on the specific training required to do each job.</p> <p><b>9.4 Life Literacies and Key Skills: 9.4.2.Cl.2:</b> Demonstrate originality and inventiveness in work. <b>Activity:</b> Students will listen to <a href="#">Rosie Revere, Engineer</a> and have a discussion about how Rosie showed originality and inventiveness. The children can then use their own originality and inventiveness by creating something using the materials the teacher provides.</p>	
<b>Computer Science and Design Thinking</b>	
<p><b>8.1.2.AP.1:</b> Model daily processes by creating and following algorithms to complete tasks. <b>Activity:</b> Students will follow verbal and visual directions to draw a picture. They will complete a self-portrait on their own.</p>	
<b>Assessment Evidence</b>	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observe the class to gauge the general entry point to key concepts and skills; look for:             <ul style="list-style-type: none"> <li>Identifies strengths in self and others</li> <li>Describes how different people can contribute to the class community</li> </ul> </li> <li>Observe presentations of Identity Cube Panels and Concentric Circle protocol to assess content understanding and communication skills</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Identity Cube Panels</li> <li>My Power to Grow handouts</li> <li>Final Special Qualities handouts</li> <li>Together We Can Claim handouts</li> <li>Module 2 Observations teacher worksheet</li> <li>Module 3 Observations teacher worksheet</li> <li>Module 4 Observations teacher worksheet</li> <li>Module 5 Observations" teacher worksheet</li> <li>Unit project</li> </ul>	<p><b>Benchmark:</b></p> <p>Inquiry Product Rubric Student Participation Assessment</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Oral reporting of assessments</li> <li>Sketches in place of text</li> </ul>



Resources
<p><b>Core Materials:</b></p> <ul style="list-style-type: none"> <li>Most updated version of inquirED Grade K</li> </ul> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>Technology: <ul style="list-style-type: none"> <li>iPads</li> <li>BrainPopJr. <a href="#">Community Helpers</a></li> <li><i>Read Aloud</i> <a href="#">Rosie Revere, Engineer</a></li> <li><a href="#">Binny's Diwali Lesson Plan</a></li> <li><a href="#">Binny's Diwali Read Aloud</a></li> </ul> </li> </ul>

Kindergarten Unit 3 Past, Present, and Future	
Desired Results	
<p><b>Standards:</b></p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>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.</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>Understanding our past experiences and the wisdom gained from those experiences is integral to planning for our future.</li> <li>The greater mastery we have of how time's patterns and cycles structure our past and present lives, the better we will be able to prepare for what's to come.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How is time a part of every story?</li> <li>How can we make sense of time passing?</li> <li>How can we share what happens over time with others?</li> <li>How can we learn from our own and others' experiences over time to impact our future?</li> </ul>
<p><b><i>Students will be able to...</i></b></p> <p>Module 1:</p> <ul style="list-style-type: none"> <li>Compare different accounts of the same event</li> <li>Reflect on the past to explore concepts of time</li> <li>Evaluate and select Investigation Questions</li> </ul> <p>Module 2:</p> <ul style="list-style-type: none"> <li>Explain the concepts of past, present, and future</li> <li>Describe how different sources can be used to learn about the past</li> </ul>	

- Construct autobiographical statements that represent the past, present, and future

Module 3:

- Explain that seasons change as time passes
- Explain cycles and patterns of time that exist in nature (ex. night and day, seasons)
- Explain how time can be described using increments and measures (ex. months of the year, weeks in a month, days of the week)
- Describe tools that are used to track time and plan for the future
- Use patterns to plan for the future

Module 4:

- Create a personal timeline using chronological sequence
- Explain how different historical sources can be used to represent the past
- Identify point of view in historical sources (their own timeline)

Module 5:

- Explain how we can learn from experiences of the past to make predictions and plan for the future
- Analyze and describe relationship between actions and outcomes
- Explain the importance of wisdom
- Use evidence to support a claim about planning or preparing for the future

Module 6:

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

### Learning Activities

Module 1:

- Hook Activity: Thinking About Time
- Generating Investigation Questions

Module 2:

- Past, Present, and Future
- Learning from Stories Across Time
- When Did It Happen? Analyzing Photo Evidence
- Controlling the Past, Present, or Future
- Documenting My Story

Module 3:

- Everything Has a Season
- Tracking Time
- Seasons Change, We Change
- Understanding Time to Make Plans

Module 4:

- Organizing Time
- Practicing Chronological Order
- Creating a Personal Timeline
- Timeline Feedback and Revision
- Sharing Our Timelines

Module 5:

- Wisdom from Experiences
- Lesson from History
- Passing On Our Own Wisdom
- Reflecting on Time and Wisdom
- Issuing the Inquiry Challenge

<p>Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard</p> <ul style="list-style-type: none"> <li>• Brainstorm: Comparing Models to Develop Success Criteria</li> <li>• Brainstorm: Team Norms</li> <li>• Brainstorm: Generating Ideas for the Work</li> <li>• Prototype: Sketching a Mock-Up</li> <li>• Improve: Critiquing Rough Drafts</li> <li>• Improve: Developing the Work</li> <li>• Reflect: Revisiting the Inquiry Challenge</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	
<p><b>ELA: SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>Activity:</b> Listen to <i>Toys and Games Past and Present</i> Epic! Children will discuss “How do toys and games played in the past compare to toys of the present?”</p> <p><b>Science: K-ESS3-3</b> Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. <b>Activity:</b> Discuss the impact of recycling on our past, present, and future. Students will then be introduced to papermaking and recycling by making new paper from old paper. Located in Materials and Motion, Science Manual, Investigation 2, Part 4 (pg. 186)</p>	
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b> Consider the environmental, social and economic impacts of decisions. <b>Activity:</b> Discuss the impact of recycling on our past, present, and future. Students will then be introduced to papermaking and recycling by making new paper from old paper.</p> <p><b>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.5.CAP.2:</b> Identify how you might like to earn an income. <b>Activity:</b> Watch and play the guessing game together. Children can share what jobs might be good for their future selves based on their likes and dislikes. <a href="#">Jobs I Can Have When I Grow Up</a></p> <p><b>9.4 Life Literacies and Key Skills: 9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. <b>Activity:</b> Students will watch <a href="#">How many different kinds of weather are there?</a> Then they will be weather watchers and observe and draw the weather around them. They will share their work and discuss how the information they gathered will impact their present and future selves.</p>	
<p><b>Computer Science and Design Thinking</b></p>	
<p><b>8.1.2.AP.4:</b> Break down a task into a sequence of steps. <b>Activity:</b> Discuss the impact of recycling on our past, present, and future. Students will then be introduced to papermaking and recycling by making new paper from old paper. The task will be broken into a series of steps students will identify and complete.</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Observe the class and gauge their general entry point to key concepts and skills; look for: <ul style="list-style-type: none"> <li>o Describes time as an ongoing sequence of events</li> <li>o Gives an example to describe changes that occur over time</li> </ul> </li> </ul>	<p><b>Benchmark:</b> Inquiry Product Rubric Student Participation Assessment</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral reporting of assessments</li> <li>• Sketches in place of text</li> </ul>

<ul style="list-style-type: none"> <li>o Identifies similarities and differences between accounts of an event</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• My Story of Time handouts</li> <li>• Making Plans handouts</li> <li>• Personal Timelines</li> <li>• Words of Wisdom handouts</li> <li>• Module 2 Observations teacher worksheet</li> <li>• Module 3 Observations teacher worksheet</li> <li>• Module 4 Observations teacher worksheet</li> <li>• Module 5 Observations" teacher worksheet</li> <li>• Unit project</li> </ul>	
<b>Resources</b>	
<p><b>Core Materials:</b></p> <ul style="list-style-type: none"> <li>• Most updated version of inquirED Grade K</li> </ul> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Materials and Motion, Science Manual, Investigation 2, Part 4 (pg. 186)</li> <li>• Technology: <ul style="list-style-type: none"> <li>o iPads</li> <li>o <i>Toys and Games Past and Present</i> Epic!</li> <li>o <a href="#">Jobs I Can Have When I Grow Up</a></li> <li>o Mystery Science <a href="#">How many different kinds of weather are there?</a></li> </ul> </li> </ul>	