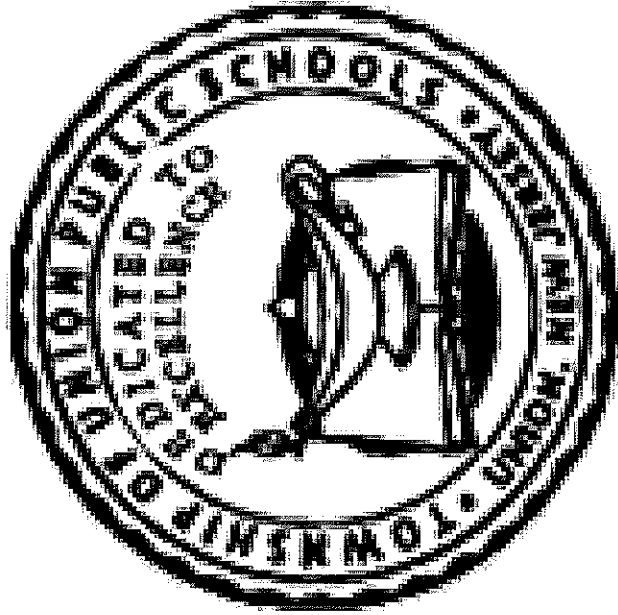


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Kindergarten Social Studies
Curriculum Guide
Updated December 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The kindergarten social studies curriculum is based on the New Jersey Social Studies Core Curriculum Content Standards. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their kindergarten social studies experience. Higher-level thinking processes have been incorporated into the objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA 18A:35-28 Holocaust/Genocide Education. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

Recommended Resources

- New Jersey Student Learning Standards for Social Studies
- Macmillan/ McGraw-Hill Timelinks
- Caring Makes a Difference: K-4thGrade Curriculum Guide: Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide -www.state.nj.us/education/holocaust/curriculum/
- <http://www.njamistadcurriculum.net/>

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century 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 citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. 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.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: Culture: We Have Families

Unit 2: Geography: Where We Live

Unit 3: History: People Long Ago

Unit 4: Economics: Why We Work

Unit 5: Citizenship: Getting Along Together

Pacing Guide- Course

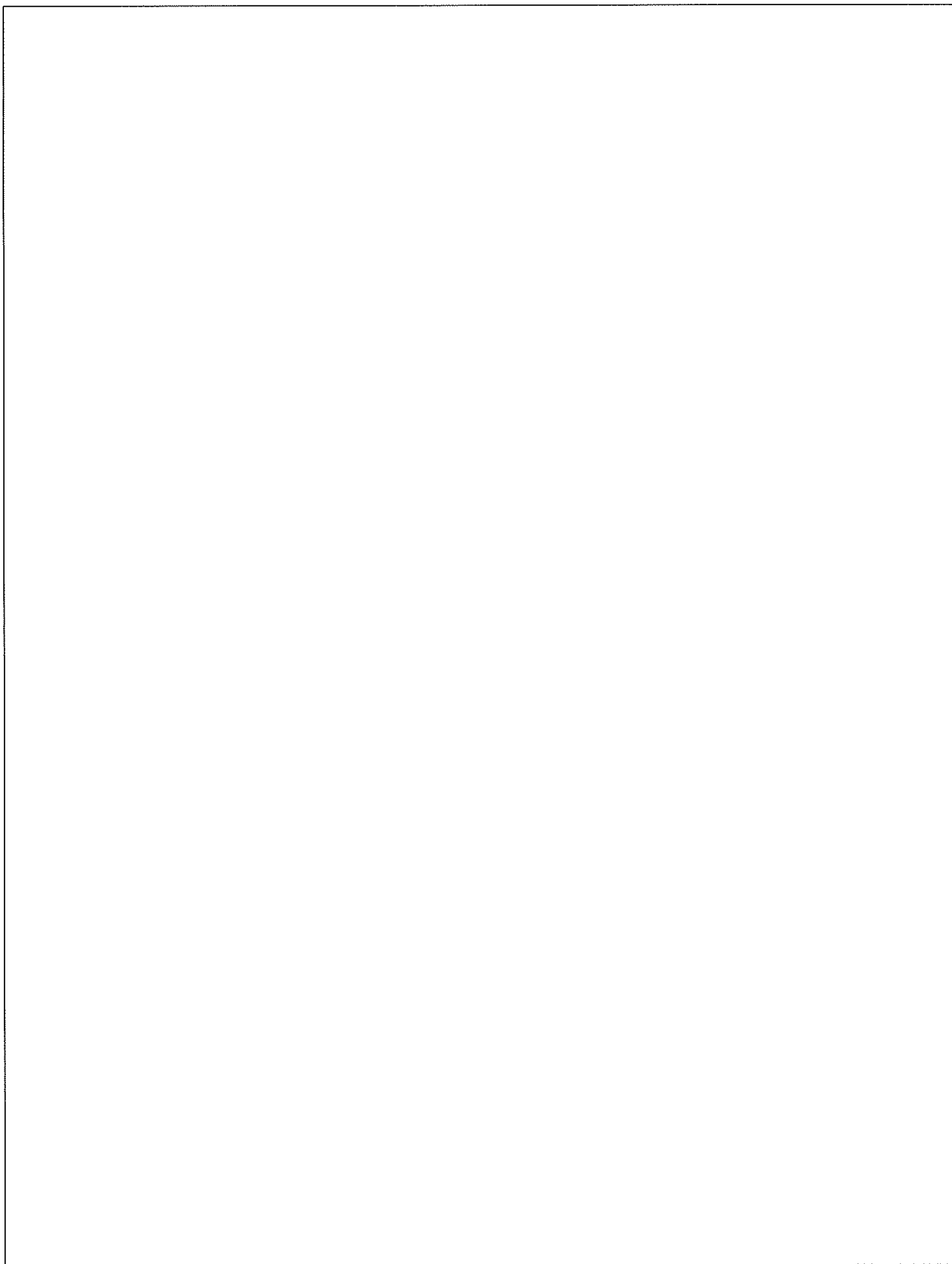
<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> September- October	36
<u>Unit 2:</u> November-December	36
<u>Unit 3:</u> January-February	36
<u>Unit 4:</u> March-April	36
<u>Unit 5:</u> May-June	36

Unit 1: We Have Families

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Who am I?</p> <ul style="list-style-type: none"> • How do families care about each other? • What can families do together? • What special days do you celebrate? • What do you learn at school? • What rules do you have at your school? • How is this school like your school? 	<ul style="list-style-type: none"> • Understand that families care for each other in many ways. • Understand and appreciate that children and their families have special ways of doing things. • Understand that families and friends celebrate. • Recognize that school is a safe place for them to learn, make friends, and have fun. • Learn the importance of following rules, cooperating and sharing. • Examine how schools in other countries are similar to schools in the United States. • Understand that each one of us is unique and special. 	<ul style="list-style-type: none"> • All About Me Booklet • Read "David Goes to School" • Rules Banner (Idea Factory Book pg 43) • Rules Robot (Student Practice Book pg 11) • How We Go To School (Treasures Science/Social Studies Flip Chart Activity pg 13) • Activities from Caring Makes a Difference K-8 Curriculum Guide • My Family Booklet • People in My Family (Science/Social Studies Flip Chart Activity pg 1 and Paper Doll Pattern) • Create Your own Calendar • ABCya.com • Brainpopjr.com • Teachertube.com • http://www.njamistadcurriculum.net/ 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Summative: Mid-Year Benchmark</p>
<p>NJSLS-SS 6.1</p> <p>How are people different and how do those differences make us special?</p> <p>(NJSA 18A:35-28 Holocaust/Genocide) The Amistad Bill (A1301)</p>			

Unit 2: Where We Live

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>Where do we live?</p> <ul style="list-style-type: none"> • What kind of home do you live in? • What rooms are in your school? • How do you move from place to place? • What is in your neighborhood? • What kind of neighborhood do you live in? • How is this school like your school? • What is the weather like today? • What is your favorite season? • What color is the land? Water? • What kind of land or water do you live by? 	<ul style="list-style-type: none"> • Understand that homes come in different styles, shapes, and sizes. • Understand the different rooms in a school and how they are used. • Understand the different ways of moving from place to place. • Recognize that a neighborhood is a place where people live, work, and play. • Recognize the differences among types of neighborhoods. • Recognize the name and location of their state. • Understand what weather is and the characteristics of different kinds of weather. • Understand that there are four seasons and identify the characteristics of each season. • Note that we all live on Earth, which is made of land and water. • Understand that there are different kinds of land and water. 	<ul style="list-style-type: none"> • I See... (Idea Factory Book pg 18) • My Classroom (Student Practice Book pg 15) • Build a Model Neighborhood (Idea Factory Book pg 20 and 21) • Make a Map (Student Practice Book pg 20) • Studies Flip Chart Activity pg 31) • Build a Neighborhood Science/Social Studies Flip Chart Activity pg 33) • Science/Social Studies Flip Chart Activity pg 35) • Where We Live (Student Practice Book pg 21) • Weather Watchers Booklet • What is the weather? Worksheet • A Tree in all Seasons Worksheet • Color the Globe Worksheet • Earth Is Our Home (Student Practice Book pg 24) • Vocabulary Review (Student Practice Book pg 27) • ABCya.com • Brainpopjr.com • Teachertube.com 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Summative: Mid-Year Benchmark</p>
<p>NJSLS-SS 6.3</p>			



Unit 3: People Long Ago

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>What happened long ago?</p> <ul style="list-style-type: none"> • How have you changed? • How did families live long ago? • How did native Americans live long ago? • Why did the Pilgrims come to America? • Who is called the father of our country? • What do we celebrate on Thanksgiving Day? • How do people in South America celebrate freedom? • Who cares about freedom today? <p>NJSLS-SS 6.1</p>	<ul style="list-style-type: none"> • Understand that people and things change over time. • Understand that life today is different than it was long ago. • Understand that Native Americans were the first people living in America and how they live today. • Understand that the Pilgrims came to America to find freedom. Understand that freedom is a person's right to make choices. • Recognize that George Washington was our first President and is called the father of our country. • Identify Thanksgiving Day and Independence Day as holidays and understand why and how we celebrate them. • Understand who Simon Bolivar is and what he cared about. Learn that people in other countries also celebrate their freedom. • Understand that Abraham Lincoln, Sitting Bull, and Martin Luther King, Jr., cared about freedom. 	<ul style="list-style-type: none"> • Time Goes By (Idea Factory Book pg 27) • Then and Now? Colonial Times Worksheet • A Special American (Student Practice Book pg 32) • ABCya.com • Brainpopjr.com • Teachertube.com 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Summative: Mid-Year Benchmark</p>

Unit 4: Why We Work

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>What do we need?</p> <ul style="list-style-type: none"> • What do you need? • What would you like to have? • What can you buy with money? • Why do people work? • How can you save money? • What kind of job would you like to do? • How are these people helping others? <p>NJSLS-SS 6.3</p>	<ul style="list-style-type: none"> • Understand that needs are things people must have to lie, including food, clothing, shelter, and love. • Understand wants are things we would like to have. • Recognize that people need money to but the things they need and want. • Understand that people work to make money to pay for the things they need and want. • Understand ways to save money and reasons to save it. • Identify and describe some different kinds of jobs people do. • Understand people called volunteers choose to work for free to help others. 	<ul style="list-style-type: none"> • Needs –Wants Stocking • Wants and Needs Worksheets <ol style="list-style-type: none"> 1. Do I Need That? 2. Big Dreams 3. Which Is It? • When I Grow Up (Idea Factory Book pg 34) • I Know Map Keys (Student Practice Book pg 43) • How Can You Help? (Student Practice Book pg 44) • Symbols Mobile (Idea Factory Book pg 44) • Study Symbols (Student Practice Book pg 53) • Where Do They Work? Booklet • ABCya.com • Brainpopjr.com • Teachtube.com 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Summative: End of Year Benchmark</p>

Unit 5: Getting Along Together

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>Why do we have rules?</p> <ul style="list-style-type: none"> Why should we follow laws? <p>(NJSA 18A:35-28 Holocaust/Genocide) The Amistad Bill (A1301)</p> <ul style="list-style-type: none"> What was written long ago? What are the people in the picture doing? What class pet would you vote for? Who are these leaders? What are the symbols for your state? <p>NJSLS-SS 6.3</p>	<ul style="list-style-type: none"> Understand laws help keep us safe; to understand that we have rules to guide us and keep us safe. Understand the Constitution of the United States contains the laws for our country. Understand that citizens are members of a country. Learn how people from other countries become citizens. Understand that people vote to make a choice. Understand a mayor, governor, and President are leaders of a community, state, and country. Identify symbols that stand for the United States and the state. 	<ul style="list-style-type: none"> Big Idea Project (Idea Factory Book pg 41) A Good Citizen Worksheet Activities from Caring Makes a Difference K-8 Curriculum Guide My Vote Counts (Student Practice Book pg 49) Take a Vote (Student Practice Book pg 50) Take A Class Vote For Favorite Snack Symbols Mobile (Idea Factory Book pg 44) Study Symbols (Student Practice Book pg 53) Vocabulary Review (Student Practice Book pg 54) I Pledge Allegiance To The Flag (Student Practice Book pg 48) Our First Flag Worksheet A Riddle For You Worksheet Make a Flag Worksheet <ul style="list-style-type: none"> ABCya.com Brainpopjr.com Teachertube.com http://www.njamistadcurriculum.net/ 	<p>Formative: Observations Informal Questions Conferencing Unit Questions in T.E.</p> <p>Summative: End of Year Benchmark</p>

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4
Chronological Thinking	Place key historical events and people in historical eras using timelines. Explain how the present is connected to the past.
Spatial Thinking	Determine locations of places and interpret information available on maps and globes. Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

Critical Thinking	Distinguish fact from fiction. Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
Presentational Skills	Use evidence to support an idea in a digital, oral and/ written format. Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

New Jersey Student Learning Standards-Social Studies

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

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Best Practices and Exemplars:

Students with Disabilities, English Language Learners, and Gifted and Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

***All WIDA Can Do Descriptors can be found at: <https://wida.wisc.edu/teach/can-do/descriptors>**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

21st Century Life and Careers Standards Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

Standards 9.1, 9.2, and 9.3

- **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.

- **9.2 Career Awareness, Exploration, and Preparation**

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

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Additional Resource Links

- <https://www.turtlediary.com/videos/kindergarten.html>
- <http://www.abcya.com>
- Brainpopjr.com
- Teachertube.com
- www.njamistadcurriculum.com
- [www.state.nj.us/education/ holocaust/curriculum/](http://www.state.nj.us/education/holocaust/curriculum/)
- [http://www.google.com/ earth/index.html](http://www.google.com/earth/index.html)

