Social Studies Curriculum

Kindergarten
Course Description

The New Jersey Core Curriculum Content Standards serves the basis for the kindergarten Social Studies curriculum. As students progress through the five units of study, there are areas of focus that examine: culture through friends and family, geography through areas in which we live, citizenship/workers in the community, and economics by exploring where things are made in the community as a means of supplying basic needs and wants. Finally, an exploration of history will reinforce concepts of then verses now, through inventions along with the use of timelines.

Through the use of critical thinking, creative thinking, problem solving, metacognitive strategies, and meaningful discussions students will gather and reinforce the essential knowledge being presented throughout the school year.
## Kindergarten Social Studies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Friends and Family</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Where We Live</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Working Together and Citizenship</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>People Work Economics</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Past and Present/Then and Now</td>
<td>6 Weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards

| 8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 |

- **Technology Operations and Concepts**
  - Identify the basic features of a computer and explain how to use them effectively.
  - Create a document using a word processing application.
  - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
  - Enter information into a spreadsheet and sort the information.

- **Creativity and Innovation**
  - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- **Communication and Collaboration**
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

- **Digital Citizenship**
  - Develop an understanding of ownership of print and non-print information.

- **Research and Information Literacy**
  - Use digital tools and online resources to explore a problem or issue.

- **Critical Thinking, Problem Solving, and Decision-Making**
  - Use geographic mapping tools to plan and solve problems.
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
</tr>
</tbody>
</table>
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Reading partners</td>
<td></td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Unit 2: Where We Live
Social Studies Grades K-4 New Jersey Core Curriculum Content Standards

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.

B. Geography, People, and the Environment
- **6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- **6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.
- **6.1.4.B.6** Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- **6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.

C. Economics, Innovation, and Technology
- **6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
### Grade: K

#### Unit: II
6 weeks

#### Topic: Where We Live

We live in unique places that are different than others. We can find differences in their sizes and the way that they look. These characteristics affect how we live and the things that we do in our homes/neighborhoods.

**NJCCCS:**
6.1.4.B.2, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.6, 6.1.4.B.7, 6.1.4.C.2, 6.1.4.C.9, 6.1.4.C.14

**Standards: CCSS:**
RI.1.10, RL.K.3, LK.1.F, LK.2, W.1.2

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Recognize that there are many names for where we live (i.e. home, community, state, country, and continent). | What *city, state, country* do you live in? | **Create** a foldable depicting our planet, continent, country, state, city. **Discuss and List:** On a map of the United States color New Jersey in a different color than the other states. Discuss this is the state we live in and have the students write the following sentence. “I live in the state of New Jersey.” | **Friends and Neighbors Textbook:**
Unit 2 – Lessons 1-2, 4-5
Unit 4 – Lesson 2

**Foldables-Instructions and Samples:**
Foldables, mobiles (see Sample Activities) |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Utilize maps, diagrams, pictures, charts, etc. to develop understanding of various concepts. **Standards:** 6.1.4.B.1,2 | Why do we use diagrams, pictures, maps, and charts? | **Discussion** - Divide students into small groups and give each one a map. Ask each group to explore it and decide what it is and what it can be used for. Have each group share and allow others to add to the discussion.  
**School Scavenger Hunt** - Divide the class in half or in small groups. Use a map to find important places in the school building. (Ex. Nurse’s office, gym, main office, security, cafeteria, classroom, etc.) Collect clues at each location to complete a puzzle (this could be a picture of their school with the caption that says “I found my way!”). | **Friends and Neighbors Textbook:** Unit 2 – P.44-45  
<table>
<thead>
<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between the various types of water and land. <strong>Standards:</strong> 6.1.4.B.4</td>
<td>What are some types of landforms? How do landforms affect where/how people work or live?</td>
<td><strong>Create</strong> various landforms using various supplies. (ex. clay, construction paper, plastic cups, felt, etc.) <strong>Write</strong> words that describe the landforms.</td>
<td><strong>Lesson Ideas:</strong> <a href="http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/127921-amazing-landforms-a-kindergarten-lesson-plan/">http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/127921-amazing-landforms-a-kindergarten-lesson-plan/</a></td>
<td><strong>Art &amp; Writing:</strong> Landform models (see Sample Activities)</td>
</tr>
<tr>
<td>Describe, compare, and contrast the physical characteristics of places. <strong>Standards:</strong> 6.1.4.B.7</td>
<td>What makes places different from one another? What differences can you notice about how people live in these places/communities?</td>
<td><strong>Read Aloud</strong>—Read “Town Mouse and Country Mouse” (or something similar) and discuss the differences between the places each mouse lived in. Fill in a <strong>Venn Diagram</strong> and determine which place is similar to their hometown.</td>
<td><strong>Venn Diagram template:</strong> <a href="http://www.classtools.net/education-games-php/venn_intro">http://www.classtools.net/education-games-php/venn_intro</a> <strong>Harcourt Read Aloud Anthology story:</strong> “Town Mouse and Country Mouse” Compare and contrast the town and country life. <strong>Video:</strong> <a href="http://www.speakaboos.com/story/the-town-mouse-and-the-country-mouse">http://www.speakaboos.com/story/the-town-mouse-and-the-country-mouse</a> <strong>Friends and Neighbors Textbook:</strong> Unit 2 – Lesson 3</td>
<td><strong>Reading:</strong> Reading activity (see Resources) <strong>Technology:</strong> Venn diagram template (see Resources)</td>
</tr>
</tbody>
</table>
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.

http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
| 2. Activities | 7. Griot |
| 3. Assessments | 8. Library |
| 4. Essentials | 9. Links |
| 5. Gallery | 10. Rubrics |

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
## Unit II Vocabulary

<table>
<thead>
<tr>
<th>home</th>
<th>neighbor</th>
<th>neighborhood</th>
<th>map</th>
<th>state</th>
<th>country</th>
<th>city</th>
<th>town</th>
<th>mountain</th>
<th>ocean</th>
<th>river</th>
</tr>
</thead>
</table>

Choose 1

### Unit Project (Suggested)

**Create a map of your bedroom/home with labels. (Teachers can provide labels for students.) Explain your map to the class using directional words (Ex. right, left, next to, above, below, behind, etc.)**

### Unit Project (Suggested)

Create clay water and land model

*Friends and Neighbors Textbook* p.55
I found my way!