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

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

<table>
<thead>
<tr>
<th>Standards</th>
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<tr>
<td>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</td>
<td></td>
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</tbody>
</table>

- **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

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.
CRP12. Work productively in teams while using cultural global competence.
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.
### Differentiated Instruction

#### Accommodate Based on Students Individual Needs: Strategies

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</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>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<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>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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- **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/Subj ect 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 3 Working Together/Citizenship

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.

A. Civics, Government, and Human Rights
   - 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
   - 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
   - 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
   - 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

D. History, Culture, and Perspectives
   - 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
   - 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
   - 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

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.

A. Civics, Government, and Human Rights
   - 6.3.4.A.1 Evaluate what makes a good rule or law.
Grade: K  
Unit: III  
6 weeks  

**Topic:** Working Together/Citizenship  
*People live and work together every day. In order to have good friendships and relationships, we must follow rules and make good decisions.*  

**NJCCCS:**  

**Standards:** CCSS:  
RI.K.10, W.K.2, SL.K.1, SL.K.3, SL.K.4  

<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>
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</table>
| Demonstrate an understanding of conflict resolution. **Standards:** 6.1.4.A.1 | What are some ways we can solve problems/conflicts? | **Role Play:** Given conflict scenarios, students must act out wrong ways to solve a problem and discuss what could have been done differently.  
**Illustrate and Write:** Given an example of a conflict, students will illustrate and write about how it can be solved productively. | **ABC Conflict Resolution:** [http://www.k6edu.com/kindergarten/health/abc-conflict-resolution.html](http://www.k6edu.com/kindergarten/health/abc-conflict-resolution.html)  
**Friends and Neighbors Textbook:** Unit 3-Lessons 2 | |
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<tr>
<td>Explain why we need rules and/or laws. <strong>Standards:</strong> 6.1.4.A.1,3 6.3.1.4.A.1</td>
<td>What would happen if there were no rules/laws? How do rules/responsibilities help our school, home, city, nation, etc.?</td>
<td><strong>Lead students</strong> in the completion of a task by following rules. Afterwards, ask why they were able to complete it and/or what helped. <strong>Rewrite/Revise the classroom rules.</strong> Decide which rules pertain to given scenarios. <em>Sample scenarios:</em> <em>Kids bumped into each other in hallway.</em> <em>One student was smacked in the face or kicked by mistake.</em> <em>Someone hurt another person’s feelings by calling him/her a name.</em> <em>Student completed the work incorrectly.</em> <em>Student did not get a turn to speak during class discussion.</em></td>
<td><strong>Friends and Neighbors Textbook:</strong> Unit 3-Lesson 1 &amp; 4</td>
<td><strong>Writing:</strong> Classroom rules (see Sample Activities)</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
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| Describe the roles/responsibilities of key figures and a citizen in our school and/or community. **Standards:** 6.1.4.A.5,7,11 | What makes someone a good citizen?  
What does our president do for our country? | **Discuss/Writing Prompt:** Show the video about the president and what his responsibilities are. Discuss the video and then discuss how our school community also has leaders with roles/responsibilities (i.e. principal, vice principal, janitor, cafeteria staff, nurse, etc.). Assign writing prompt: What is your role as a student at school __? | **Friends and Neighbors Textbook:** Unit 3-Lesson 3  
Unit 4-Citizenship: I am a Citizen  
Lessons 1,3-5  
**Brainpop video about presidents:** [http://www.brainpopjr.com/socialstudies/government/president/preview.wem](http://www.brainpopjr.com/socialstudies/government/president/preview.wem) | **Writing:** Roles and responsibilities (see Sample Activities) |
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<tr>
<td>Interpret the meaning and purpose of symbols and documents that affect our nation.</td>
<td></td>
<td><strong>Pledge of Allegiance:</strong> Discuss vocabulary (as aligned in passage) that will assist student understanding. Read and discuss the Pledge of Allegiance and its meaning. <strong>American Flag:</strong> Read “Celebrate Flag Day” and discuss what the American flag represents. Put together the parts of the flag while discussing what each symbolizes.</td>
<td><strong>Friends and Neighbors Textbook:</strong> The Pledge of Allegiance p.80 Develop Vocabulary p.88 Problem Solving p.96 <strong>Celebrate Flag Day passage:</strong> <a href="http://www.readworks.org/sites/default/files/passages/290_celebrate_flag_day.pdf">http://www.readworks.org/sites/default/files/passages/290_celebrate_flag_day.pdf</a> <strong>Pledge of Allegiance passage:</strong> <a href="http://www.readworks.org/sites/default/files/passages/570_what_does_the_pledge_of_allegiance_mean.pdf">http://www.readworks.org/sites/default/files/passages/570_what_does_the_pledge_of_allegiance_mean.pdf</a> <strong>American Flag Coloring Page to enlarge, cut, and copy:</strong> <a href="http://www.activityvillage.co.uk/united-states-flag-colouring-page">http://www.activityvillage.co.uk/united-states-flag-colouring-page</a></td>
<td><strong>Art/Reading:</strong> American flag activity (see Sample Activities &amp; Resources) <strong>Reading:</strong> Pledge of Allegiance activity (see Sample Activities) <strong>Writing:</strong> Making a list (see Sample Activities &amp; Unit Project) <strong>Roles/responsibilities:</strong> (see Sample Activities &amp; Unit Projects)</td>
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## Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. [http://www.njamistadcurriculum.net/](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:

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

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
## Unit III Vocabulary

<table>
<thead>
<tr>
<th>role</th>
<th>responsibility</th>
<th>citizen</th>
<th>community</th>
<th>rule</th>
<th>law</th>
<th>symbol</th>
<th>conflict</th>
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</thead>
</table>

Choose 1

### Unit Project (Suggested)

**Illustrate and write about one scenario.** One illustration/sentence will describe what would happen if a person did not follow rules or fulfill his/her responsibilities. The other illustration/sentence will describe what happens if he/she did fulfill them. **Provide a list of the classroom/school rules for the students and a list of possible scenarios.**

**Possible Scenarios:**
- Billy did not hang up his bookbag. He left it on the floor in the middle of the classroom.
- The janitor forgot to clean up a spill in the hallway.
- Security did not stay at his/her post to sign people into the school building.
- The bagger at the supermarket did not double bag the milk and juice bottles/cartons.
- The teacher did not plan his/her lesson and forgot all the books.

### Community Helpers list:
- Police officer
- Firefighter
- Doctor/Nurse
- Store Clerk
- Crossing Guard
- Teacher
- Parent
- Principal
- Zookeeper
- Chef