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

## PACING CHART

<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

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
</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 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.
## Career Ready Practices

### 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.
**Career Ready Practices**

<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></td>
<td>• Reading partners</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
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.

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.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.

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.

C. Economics, Innovation, and Technology

- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
<table>
<thead>
<tr>
<th>Grade: K</th>
<th>Unit: IV 5 weeks</th>
<th>Topic: People Work/Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>There are things that people need and things that people do not really need. Each one can be bought therefore; people need money to buy them. Other people provide these goods and services.</td>
</tr>
</tbody>
</table>

**NJCCCS:**
6.1.4.C.2, 6.1.4.C.6, 6.1.4.C.10, 6.1.4.C.11, 6.3.4.C.1

**Standards: CCSS:**
RI.K.10, W.K.2, W.K.7, SL.K.4

<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>
<tbody>
<tr>
<td>Identify the basic needs and wants of an average family. Standards: 6.1.4.C.2</td>
<td>What is a need? What is a want? What is the difference between the two?</td>
<td>Needs and Wants: Label a construction paper folded in half with the words needs and wants along with the definition of each. Cut, sort, and glue pictures of needs and wants. Teacher can create an anchor chart with a list of the items to post in classroom.</td>
<td>Brainpop video about needs and wants: <a href="http://www.brainpopjr.com/socialstudies/economics/needsandwants/preview.weml">http://www.brainpopjr.com/socialstudies/economics/needsandwants/preview.weml</a> YouTube video about needs and wants: <a href="http://www.youtube.com/watch?v=RJJgUAhXxqw">http://www.youtube.com/watch?v=RJJgUAhXxqw</a> Friends and Neighbors Textbook: Unit 5-Lessons 2-3</td>
<td>Math/Art: Cutting and sorting activity (see Sample Activities)</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Recognize and classify the various forms of currency. Standards: 6.1.4.C.10 | What is money? Why do we need it? What types of currency do we use to buy goods? | **Values:** Cut, sort, and glue pictures of coins, their names, and their values. (Variation: make crayon rubbings of the coins.) | **Lesson plan ideas:** [http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CMA_LP_S01_BDoodoo_LP_S01_BD_LKG_I09_01.pdf](http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CMA_LP_S01_BD_LKG_I09_01.pdf)  
**Printable coins:** [http://donnayoung.org/math/store.htm](http://donnayoung.org/math/store.htm) | **Math/Art:** Cutting and sorting activities (see Sample Activities); Unit projects  
**Art:** Crayon rubbing of coins: |
| Describe what it means to “spend” and “save” money. Standards: 6.1.4.C.10,11 6.3.4.C.1 | How do we earn money? What are ways to use your money wisely? | **Create a classroom store.** Reward model behavior with fake money that students can use to buy something at the end of the week. Give the option to save their money to buy something at the end of the next week. Discuss saving for something you really want and cannot afford right away.  
**Create a class story** about someone who spent their money on a want and | **Printable price tags:** [http://donnayoung.org/math/store.htm](http://donnayoung.org/math/store.htm) | **Math:** Classroom store (see Sample Activities)  
**Writing:** Class story (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>
<tbody>
<tr>
<td>Explain the importance and purpose of having a job/career. <strong>Standards:</strong> 6.1.4.C.6 6.3.4.C.1</td>
<td>How do families satisfy their needs and wants?</td>
<td><strong>Read/Discuss/Write:</strong> After reading <em>What do People do All Day?</em> (or similar story) Children will write about what job/career they would like in the future. Guiding questions could be: What would you like to be when you grow up? Why would you want to be a ___? What does this community helper do? (For ex. <em>One day I will be a ___. When I am a ___, I will ___.</em>)</td>
<td><strong>Friends and Neighbors Textbook:</strong> Unit 5-Lessons 1 &amp; 4 The Night Worker p.108 <strong>Suggested book:</strong> <em>What do People do All Day?</em> By Richard Scarry <strong>A Community of People reading passage:</strong> <a href="http://www.readworks.org/passages/community-people">http://www.readworks.org/passages/community-people</a> <strong>Jobs/Careers videos:</strong> <a href="http://www.youtube.com/watch?v=ORGLQudvMWE">http://www.youtube.com/watch?v=ORGLQudvMWE</a> <a href="http://www.youtube.com/watch?v=J8hdWv_Y9oM">http://www.youtube.com/watch?v=J8hdWv_Y9oM</a></td>
<td><strong>Reading/Writing:</strong> Shared Writing and writing in response to reading <em>(see Sample Activities)</em></td>
</tr>
</tbody>
</table>
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:

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

<table>
<thead>
<tr>
<th>jobs</th>
<th>needs</th>
<th>wants</th>
<th>money</th>
<th>quarter</th>
<th>dime</th>
<th>nickel</th>
<th>penny</th>
<th>spend</th>
<th>save</th>
<th>goods</th>
<th>service</th>
</tr>
</thead>
</table>

### Choose 1

#### Unit Project (Suggested)

Given a set amount of money and a shopping circular, provide your family with the things that they *need*. If there is money left over, buy one *want*. Present and discuss why some families may have had more money left over than others. (big family vs. small family)

**Guiding Questions:**
- Did you buy a *need* for each member of your family?
- *Was there* money left over for a *want*?
- *What can* you family do to *buy* something they want but cannot afford yet?

#### Unit Project (Suggested)

Create a foldable or lapbook depicting one thing you *need* and one thing you *want*. Write a sentence for each. Present and discuss with the class.

**Guiding Questions:**
- Why do you need this?
- Which item should you buy first?
- Do you need this to survive?