

SOCIAL STUDIES KINDERGARTEN

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: September 19, 2022 Michael Nitti
Revised by: Social Studies Department Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

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

Technology Integration

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.

ELA Integration

In their historical inquiry, students are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. English Language Arts Standards Kindergarten (Word | PDF)

Unit 1: All About Me
Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)

This unit will focus on developing an understanding of the student's uniqueness along with what they have in common with all people. Additionally, this unit will focus on the theme of change (past, present and future).

Enduring Understandings:

- Students understand that all people have similarities and differences
- People change over time
- Each person is unique

Essential Questions:

- What characteristics do people have in common?
- What does it mean to change?
- How have you and how will you change? (past, present and future concept)

Acquired Skills:

- Comparing likeness and differences
- Identify ways that people change
- Know personal information such as name, address, phone number and birthday

Acquired Knowledge:

- Each person has individual physical characteristics
- Each person has their own identifying information such as name, address, phone number and birthday

Assessments:

Formative Assessment:

- Graph eye, hair color of classmates
- Describing attributes, likes/differences

Summative Assessment:

- State personal information (birthday, phone number, address) to teacher individually
- Class discussions about self

Benchmark Assessment:

- Self Portrait

Alternative Assessment:

- Portrait of a friend

Interdisciplinary Connections:

- Graphing color of eyes, hair, etc. (Math)
- Draw a self-portrait with accurate characteristics (Art)

Extensions:

- Strategies used by teacher: provide supplementary reading/writing activities to enhance learning.

2020 NJCS:

- 6.1.2.CivicsPI.4
- 6.1.2.CivicsCM.3

Instructional Resources:

Core:

- Cheltenham Elementary School Kindergarten, *We Are All Alike, We Are All Different*. Scholastic, Inc., July 2003
- Carson, N., *I Like Me*, Puffin, May, 1990
- Beaumont, Karen, *I Like Myself*, Harcourt Children's Books, May, 2004
- Henkes, Kevin, *Chrysanthemum*, Harper Collins Publishers, 2007

Supplemental:

- <http://www.eduplace.com/ss/index.jsp> (Social Skills, Growing Up)

Unit 2: Family and Friends

Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)

Family and friends are important to the growth of a child. This unit will explore the importance of family and friends in students' lives.

Enduring Understandings:

- We are all members of a family
- Families live in different places
- Families celebrate in different ways
- Families change over time

Essential Questions:

- What is a family?
- Who is in my family?
- How are families alike and different?
- Where do families live?
- How do families change?
- How do we make friends?

Acquired Skills:

- Identify the members of my family
- Identify the likeness and differences between families
- Name and describe where families live
- Describe how families celebrate holidays
- Describe how families change over time

Acquired Knowledge:

- Families change as people grow older
- A family tree can show members of a family and how families change over time
- We make friends by being kind, helpful and cooperative

Assessments: (assignments, quizzes, tests, projects, performance tasks)

Formative Assessment:

- Draw a family portrait with accurate characteristics and compare with classmates
- Create a family tree
- Role playing how to share, conflict resolution, manners, etc.

Summative Assessment:

- Observing how they solve conflicts on their own

Benchmark Assessment:

- **Performance Assessment Task-** GRASP
- **Goal** Students will understand how to resolve a conflict using the “I” messages
- **Role** Students will be a victim in a conflict
- **Audience** Classmates/teacher
- **Situation** The teacher will present a scenario and the students will resolve the conflict
- **Product** A role-play conflict/resolution activity

Interdisciplinary Connections:

- Family math - addition sentences for number of people in your family · Draw a family portrait - Art

Extensions:

- Strategies used by teacher: provide supplementary reading/writing activities to enhance learning.

2020 NJCS:

- 6.1.2.CivicsPI.4
- 6.1.2.CivicsCM.3

Instructional Resources:

Core:

- <http://eduplace.com/activity/> (Friendship)
- <http://www.eduplace.com/ss/index.jsp> (Family)
- Cheltenham Elementary School Kindergarten, *We Are All Alike, We Are All Different*. Scholastic, Inc., July 2003

Supplemental:

- Carson, Nancy, *How to Lose all Your Friend*, Puffin Publishing, 1997

Unit 3: Responsible Citizens

Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)

This unit will assist students in understanding what it means to be a responsible citizen in the school community. The importance of respecting ourselves and others, our community, rules, adults and the environment will be emphasized.

Enduring Understandings:

- Students will begin to understand the benefit of cooperation and caring for others
- Students will understand the importance of respecting themselves and others
 - Students will understand that rules are needed in order for them to feel safe

Essential Questions:

- What is a choice?
- Why do we have rules? Where do they come from?
- How do decisions that we make affect others?
- What is respect and how do you show that you respect someone? Why do we go to school?
- Who are the members of our school community and what roles do they have?
- How does everyone in the school community work together?

Acquired Skills:

- Identify the jobs that people have that help run the school.
- Create a list of classroom rules.
- Explain how we cooperate with each other.

Acquired Knowledge:

- Rules are there to make us safe.
- We go to school to learn about new things and make new friends. · Members of our school community help us learn and be better citizens. · We should respect others

2020 NJCS:

- 6.1.2.CivicsPI.1
- 6.1.2.CivicsPI.3
- 6.1.2.CivicsPI.4
- 6.1.2.CivicsPI.5
- 6.1.2.CivicsDP.2
- 6.1.2.CivicsPR.1

Assessments:

Formative Assessment:

- Create a list of classroom rules, cooperatively
- Draw pictures of people that help you in school or make a list of people that are helpers.
- Summative/Benchmark Assessment:
- Observe the students follow the rules throughout the year.

Alternative Assessment:

- Rules role-play

Interdisciplinary Connections:

- Reading the rules
- Responsive Classroom

Extensions:

- Strategies used by teacher: provide supplementary reading/writing activities to enhance learning.

Instructional Resources:

Core:

- <http://www.eduplace.com/ss/index.jsp>
- Kaiser, Cecily, *If You're Angry and You Know It*, Scholastic, Inc., 2005 · Shannon, David, *David Goes to School*, Scholastic, Inc., 1999 [Read Aloud - invite the children to identify what "David" should be doing in the classroom]

Supplemental:

- Willems, Mo, *My Friend Is Sad*, Hyperion Books for Children, 2007 · Herbert-Pfister, Marcus, *The Rainbow Fish*, North-South Books, 1999

Unit 4: The United States and Its Celebrations

Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)

The goal of this unit is to introduce the students to concepts such as country, cultures, leaders, values, celebrations and holidays and patriotism.

Enduring Understandings:

- We are all part of a world community
- There are different cultural groups in the United States and the world · People celebrate different holidays and have different customs throughout the world

Essential Questions:

- What makes a good leader?
- How and why do we celebrate holidays? How do others celebrate holidays? · Does everyone celebrate holidays?

Acquired Knowledge:

- The holidays we celebrate in the United States
- Cultural groups celebrate holidays differently throughout the world and have different customs
- The great leaders in our country and around the world that have helped change the world

Acquired Skills:

- Name holidays that we celebrate
- Give examples of how people live differently around the world and celebrate holidays around the world
- Name people that have changed our world
- How have some traditions changed over time (Thanksgiving)

Assessments:

Formative Assessments:

- Share stories about holidays from around the world and make a craft related to each holiday
- Draw/write about a famous leader and something they are known for

Summative/Benchmark Assessment:

- Write and illustrate journal reflections about how you celebrate holidays (teacher with student input)

Alternative Assessment:

- Modified journal

Interdisciplinary Connections:

- Crafts (following directions)
- Reading books and discussions (see below)
- Writing/illustrating about holidays
- Singing songs for the holidays
- <http://www.eduplace.com/ss/index.jsp> (Citizenship)

Extensions:

- Strategies used by teacher: provide supplementary reading/writing activities to enhance learning

2020 NJCS:

- 6.1.2.CivicsDP.1
- 6.1.2.CivicsDP.3
- 6.1.2.CivicsPR.1
- 6.1.2.CivicsPR.4
- 6.1.2.CivicsCM.3
- 6.1.2.Geo.HE.3
- 6.1.2.HistoryCC.3
- 6.1.2.HistoryUP.2
- 6.1.2.HistorySE.1
- 6.1.2.HistorySE.3

Instructional Resources:

Core:

- Columbus Day: Marzollo, Jean, *In 1492*, Scholastic, Inc., 2006
- Thanksgiving: Gibbons, Gail, *Thanksgiving Is...*, Holiday House, 2005
- Swamp, Jake, *Giving Thanks: A Native American Good Morning Message*, Lee and Low Books, 2003
- Hanukah: Kimmel, Eric, *The Hanukah Guest*
- Light the Lights by Moorman
- Martin, David, *Hanukah Lights*
- Kimmel, Eric, *The Magic Dreidels*
- Kimmelman, Leslie, *The Runaway Latkes*
- Christmas: Bunting, Eve, *The Night Tree*
- Kwanzaa: Cooper, Melrose, *Seven Days of Kwanzaa*
- Martin Luther King: Woodson, Jacqueline, *The Other Side* Seuss, Dr., *The Sneetches*
- Marzallo, Jean, *Happy Birthday Martin Luther King*
- President's Day: Kinters, Kay, *Teacher for President*
- Cronin, Doreen, *Duck for President*
- Brenner, Martha, *Abe Lincoln's Hat*
- George Washington's Cherry Tree
- Chinese New Year: The Lion's New Year
- Waters, Kate, *The Lion Dancer*
- Memorial Day: Webster, Christine, *The Pledge of Allegiance* Supplemental:
 - <https://pbskids.org/holidays/>

Unit 5: Where Am I?
Number of Days: Ongoing Throughout the School Year

Why Is This Unit Important? (Big Idea)

This unit will introduce geographical concepts to the students. They will be introduced to the concepts of near and far (spatial thinking) along with geography terms such as climate and weather. Chronological thinking (past, present and future) will be reinforced along with an introduction to maps and globes. Geography concepts that are grade level appropriate will be introduced.

Enduring Understandings:

- The United States is part of the world
- Our world has changed over time
- We need to take care of our world

Essential Questions:

- How and why do we use maps and globes?
- What does a globe represent?
- Where do you live?
- How has our world changed?
- Why do we need to take care of our world?

Acquired Knowledge:

- We live in New Jersey which is part of the United States
- The United States is a country and our country is a part of the world · We can take care of our world by throwing away our trash
- A globe is a round model of the earth
- The earth is round
- Our country is part of the world
- There is more water than land on earth.

Acquired Skills:

- Name our country and state
- Locate our state on a map
- Locate land and bodies of water on a map and globe

Assessments:

Formative Assessment:

- Locate New Jersey and the United States on a map
- Locate land and bodies of water on a globe
- Participate in a “clean-up” of the school grounds
- Plant flowers or vegetables in a school garden

Summative /Benchmark Assessment:

- Create a poster about ways to “Help our Earth”

Interdisciplinary Connections:

- Create a “Help the Earth” poster
- Plant seeds - Science
- Songs about helping the Earth – Music
- Locate where animals live around the world
- <http://www.eduplace.com/ss/index.jsp> (Map and Map skills)
- Discuss environmental concerns of animals from around the world - Science

Extensions:

- Strategies used by teacher: provide supplementary reading/writing activities to enhance learning

2020 NJCS:

- 6.1.2.CivicsDP.1
- 6.1.2.CivicsDP.3
- 6.1.2.CivicsPR.1
- 6.1.2.CivicsPR.4
- 6.1.2.CivicsCM.3
- 6.1.2.Geo.HE.3
- 6.1.2.HistoryCC.3
- 6.1.2.HistoryUP.2
- 6.1.2.HistorySE.1
- 6.1.2.HistorySE.3

Instructional Resources:

- <http://www.eduplace.com/ss/index.jsp> (Map/Map Skills)
- Maps and globes – available in classrooms
- Refer to Map and Globe Skills Chart included in the curriculum document · http://www.youtube.com/watch?v=aez_Vc2Qq5I [Earth Day Song, YouTube)

21st Century Skills & Career Readiness 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. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

9.1.4.A.1 - Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.A.2 Identify potential sources of income.

For Example: In Unit 1, students research different jobs and careers in the community and investigate responsibilities and salaries.

Technology Integration

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

In multiple units' students navigate interactive games or websites that investigate culture and develop map skills.

Interdisciplinary Connection

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

For Example: In Unit 2, students investigate heroes, answering questions about details and retelling stories and describing events and characteristics. The investigations culminate with students crafting a short biography of an American hero.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 1, students investigate citizens and the school community. During this initial unit, students consider what makes good citizens and discuss issues of bullying. This is an integral part of the positive behavior plans in each of the elementary schools.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: In Unit 3, students investigate heroes, which provides an excellent opportunity to highlight the contributions of African Americans to society

Map and Globe Skills	K	1st	2nd	3rd	4th	5th
A map is a drawing or other representative of all or part of the earth.	I	I	R	R	M	M
On maps and globes, symbols are used to stand for real things.	-	-	I	I/R	M	M
The earth is a huge sphere. We live on it. It is our home.	I	R	M	M	M	M
A globe is a small model of the earth and is the most accurate representation of the earth.	I	R	M	M	M	M
Half of the earth is called a hemisphere.	-	-	I	R	R	M
The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.	-	-	-	I	R	M
The equator separates the Northern and Southern Hemispheres.	-	-	I	R	M	M
The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.	-	-	-	-	I	R/M
Any part of a globe can be shown on a map.	-	I	R	M	M	M
Large bodies of land are called continents.	I	I	I/R	R	M	M
Large bodies of water are called oceans.	I	I	R	R	M	M
A legend or key on a map tells the meaning of colors and symbols used on the map.	-	-	I	R	M	M
Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.	-	I	I	R	M	M

North may be shown any place on a map; north is not always the top of a map.	-	-	-	-	I	R
The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.	-	I	I	R	M	M
The scale on a map or globe makes it possible to determine distances between places.	-	-	-	-	I	R
Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.	-	-	-	-	I	R
Maps and globes use legends or keys to tell the meaning of the symbols used on the map.	-	-	I	R	M	M
The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.	-	-	I	R	M	M
All places on Earth can be located on maps and globes. Different maps	-	-	-	-	I	R
provide different information about Earth.						
Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.	-	-	-	-	I	R
Night and day are the result of the rotation of the earth.	-	-	-	I	R	R
The Arctic and Antarctic Circles are imaginary lines that define the polar regions.	-	-	-	-	I	R
The latitude and longitude of any place determine its exact location on a globe or map.	-	-	-	-	I	R
All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.	-	-	-	-	I	R

Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)	-	-	-	-	I	R
A landform is a shape or feature of the earth's surface.	-	-	I	R	R	M

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as standalone units.