Glen Ridge Public Schools – Social Studies Curriculum

Course Title: Living, Learning, and Working Together - Kindergarten

Subject: Social Studies

Grade Level: Kindergarten

Duration: 34-36 Weeks Total

Prerequisite: None

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description: The Kindergarten Social Studies curriculum is the foundation of developing a new understanding of the topics and concepts surrounding social studies skills. The students will be exposed to an exploration of holidays, symbols, basic map skills, citizenship, family, and rules through digital and collaborative learning experiences.

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**Topic/Unit: Unit 1 Hello, Changes!**

**Big Idea:** Things change over time.

Approximate # Of Weeks: Ongoing

**Essential Questions:**
- Why do we go to school?
- How do people change over time?
- How do families change over time?

**Upon completion of this unit students will be able to:**
- Identify and locate different rooms in our school.
- Identify that a calendar helps keep track of time including the terms today, tomorrow, yesterday, days of the week and months.
- Identify sequential actions, such as *first, next, last*, in stories and use them to describe personal experiences.
- Use correctly words and phrases that indicate location and direction, such as *front, behind, below, above, left, right, far, near*
- Use correctly words and phrases related to chronology and time (morning, afternoon, evening)
- Define what primary sources are and how families have changed from the past to the present.

**Common Core Standards:**
- RI.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.7: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts.
- RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.8: With prompting and support, identify the reasons an author gives to support points in a text.

**Interdisciplinary Standards (njcccs.org)**
- 6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- **Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
• **Standard 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.

**Activities – include 21st Century Technologies/Research:**
- Vocabulary Foldable
- Go to connected.mcgraw-hill.com for vocabulary games and flashcards interactive whiteboards and videos

**Enrichment Activities:**
- Go on a scavenger hunt of different room names in the school
- Daily morning calendar routine during morning meeting
- Students can match and order baby animals to show how they grow over time
- Make a timeline of their day
- Play Simon Says using the terms *front, behind, below, above, left, right, far, near
- Students can bring in a primary source such as a photo, letter or postcard to share with the class
- Students can create a toy that children might use in the future
- Make a timeline of themselves in the past, present and future
- Students can draw and imagine what they will look like in 100 years (use rubric, teacher’s manual page 20W)

**Methods of Assessments/Evaluation:**
- McGraw-Hill networks – Interactive and individual whiteboards
- Self-Check Quizzes
- Worksheets
- Teacher Observation
- Classroom Discussion
- Completed workbook questions
- Use of Rubric and learning goals
- Exit slips
- Thumbs Up/Thumbs Down

**Resources/Including Online Resources**
- Teacher’s Manual
- Online Textbook Information:
- Teacher Webpage, [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)
- Use with Wonders Unit 5, Week 2 (Livings things change and grow)
Topic/Unit: Unit 2 Hello, Friends!
Big Idea: Rules help us get along.

Approximate # Of Weeks: Ongoing

Essential Questions:
- What is a good way to solve a conflict
- What happens if you do not follow the rule at home or in your community?
- Why are laws important?
- Why is a vote a fair way to make a decision?

Upon completion of this unit students will be able to:
- Recognize that following rules, sharing, taking turns and listening to each other will keep problems from occurring and will help solve problems.
- Demonstrate and use interpersonal conflict resolution skills with peers and teachers.
- Identify rules at home and at school and why they keep us safe.
- Recognize that laws are rules in our community.
- Identify examples of responsible and honest citizenship within the community setting.
- Explain how a vote is a fair way to make a decision.

Common Core Standards:
- RI.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Interdisciplinary Standards (njcccs.org)
- 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.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- **Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 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.

Activities – include 21st Century Technologies/Research:
- Assign classroom jobs to promote individual responsibilities
- Celebrate Constitution Day in September.
- Scholastic Let’s Find Out September Edition
- Suggested additional texts:
  - Miss Bindergarten Gets Ready For Kindergarten: Joseph Slate
  - David Goes To School: David Shannon
  - How do Dinosaurs Go To School?: Jane Yolen
  - Rainbow Fish – Marcus Pfister
  - The Giving Tree – Shel Silverstein

Enrichment Activities:
- Assist and create classroom rules together as a class
- Role Play conflict resolution
- Share All About Me poster
- Promote a democratic classroom
- It’s Raining Rules project – Students will draw on a raindrop that shows how rules help us get along (Use rubric, Teacher’s Manual Page 34W)

Methods of Assessments/Evaluation:
- McGraw-Hill networks – Interactive and individual whiteboards
- Self-Check Quizzes
- Worksheets
- Teacher Observation
- Classroom Discussion
- Completed workbook pages
- Ask and answer questions
- Use of Rubric and learning goals
- Exit slips
- Thumbs Up/Thumbs Down

Resources/Including Online Resources
- Teacher’s Manual
- Online Textbook Information:
- Teacher Webpage
- Discoveryeducation.com
- Use with Wonders Unit 3, Week 1 (Rules), Wonders Unit 9, Week 2 (good citizens)
Topic/Unit: Unit 3 Hello, America!
Big Idea: We celebrate our culture.

Approximate # Of Weeks: Ongoing

Essential Questions:
- Why do we celebrate America?
- What does it mean to have freedom?
- Why is being President a big responsibility?
- How do we celebrate America?
- Why does it take courage to help new people?

Upon completion of this unit students will be able to:
- Demonstrate understanding that there are important American symbols
- Define what it means to have courage and why we celebrate holidays for our armed forces (Veterans’ Day, Memorial Day)
- Name some important figures and events in our American history (Presidents, MLK Jr., Harriet Tubman)
- Compare and contrast the different holidays in America people in America celebrate.
- Examine the Native American culture and the important role in the history of our country.

Common Core Standards:
- RI.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.2: With prompting and support, identify the main topic and retell key ideas of a text.
- RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.9: With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)
- RI.1: With prompting and support, ask and answer questions about key details in a text.

Interdisciplinary Standards (njcccs.org)
- 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.3: Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4: Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
• 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
• 6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
• 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
• 6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
• 6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Standard 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.

**Activities – include 21st Century Technologies/Research:**
- Scholastic Let’s Find Out November/January/February Edition
- Wonders Connection: Unit
- Learn appropriate songs and poems relative to the holidays being celebrated from the various cultures.
- Create artwork for the related holidays
- Invite families to come in to the classroom to share their family’s holiday, culture and traditions
- Make a web of people who show courage

**Enrichment Activities:**
- Make an American symbols book
- Read various fiction and non-fictional books about the holidays people in America celebrate
- Role play different historical figures and moments in American history (MLK Jr. and ways to show peace, Thanksgiving feast)

**Methods of Assessments/Evaluation:**
- McGraw-Hill networks – Interactive and individual whiteboards
- Self-Check Quizzes
- Worksheets
- Teacher Observation
- Classroom Discussion
- Completed workbook pages
- Use of Rubric and learning goals
- Exit slips
• Thumbs Up/Thumbs Down

Resources/Including Online Resources
• Teacher’s Manual
• Online Textbook Information:
• Teacher Webpage
• Discoveryeducation.com
• Youtube.com
• Wonders Unit 8, Week 2 (American Symbols)

Topic/Unit: Unit 4 Hello, Earth!
Big Idea: Where we live affects how we live.

Approximate # Of Weeks: Ongoing

Essential Questions:
• How do we find places?
• How does where we live affect the things we do?
• How does the weather affect the things we do?
• How does the seasons affect the things we do?
• How does the seasons affect the things around us?

Upon completion of this unit students will be able to:
• Identify the difference between maps and globes.
• Distinguish between land and water on maps and globes.
• Identify cardinal directions on a map.
• Utilize map skills to identify and describe the characteristics of landforms and waterways including hills, rivers, forests, wetlands, coasts, lakes
• Name and describe different types of weather in each season
• Explore the different means of transportation
• Identifying the responsibilities of the global community to protect and preserve Earth’s natural resources.
• Identify and learn one’s own address and phone number

Common Core Standards:
• RI.4: With prompting and support, ask and answer questions about unknown words in a text.
• RI.7: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts.)
Interdisciplinary Standards (njcccs.org)

- 6.1.P.B.1: Develop an awareness of the physical features of the neighborhood/community.
- 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.P.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.8: Compare ways people chose to use and divide natural resources.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- **Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 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.

Activities – include 21st Century Technologies/Research:
- Foldables
- Examine maps and globes
- Make a map of our classroom
- Use model magic (clay) to recreate different landforms
- Make a book about the seasons/weather

Enrichment Activities:
- Practice writing student’s own address and phone number
- Use Google Maps to locate significant places of interest

Methods of Assessments/Evaluation:
- McGraw-Hill networks – Interactive and individual whiteboards
- Self-Check Quizzes
- Worksheets
- Teacher Observation
- Classroom Discussions
- Asking and Answering Questions
- Completed workbook questions
- Use of Rubric and learning goals
- Exit slips
• Thumbs Up/Thumbs Down

Resources/Including Online Resources
• Teacher’s Manual
• Online Textbook Information:
• Teacher Webpage
• Wonders Unit 6, Week 1,2 (Seasons, Weather)
• Wonders Unit 7, Week 1 (Transportation)

Topic/Unit: Unit 5 Hello, Choices!
Big Idea: People make choices.

Approximate # Of Weeks: Ongoing

Essential Questions:
• Why do people work?

Upon completion of this unit students will be able to:
• Identify different community workers and what tools they use to help them do their job.
• Examining the variety of goods and services that are available and how an economic system works.
• Distinguish between wants and needs

Common Core Standards:
• RI.4: With prompting and support, ask and answer questions about unknown words in a text.
• RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Interdisciplinary Standards (njcccs.org)
• 6.1.P.B.2: Identify, discuss, and role-play the duties of a range of community workers.
• 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.4: Describe how supply and demand influence price and output products.
• 6.1.4.C.5: Explain the role of specialization in the production and exchange of goods and services
• Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
• Standard 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.

Activities – include 21st Century Technologies/Research:
- Foldables
- Use graphic organizers for community workers
- Watch videos about wants and needs
- Interactive Smartboard picture sorts for wants and needs

Enrichment Activities:
- Role play buying and selling items in a classroom store
- Create a book about community workers and the tools they use to help with their jobs
- Invite family members/members of the community to discuss jobs

Methods of Assessments/Evaluation:
- McGraw-Hill networks – Interactive and individual whiteboards
- Self-Check Quizzes
- Worksheets
- Teacher Observation
- Classroom discussions
- Completed workbook questions
- Use of Rubric and learning goals
- Exit slips
- Thumbs Up/Thumbs Down

Resources/Including Online Resources
- Teacher’s Manual
- Online Textbook Information:
- Teacher Webpage
- Wonders Unit 2, Week 1 (Tools) Unit 4, Week 1 and 3 (community workers)