

READINGTON PUBLIC SCHOOL DISTRICT

Kindergarten Social Studies

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I. PURPOSE AND OVERVIEW

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and, eventually, to an understanding of American traditions, democratic values, and our global society. “Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of the local, state, national, and international issues and challenges.” (NJCCCS for Social Studies, p.1)

II. RATIONALE SOCIAL STUDIES CURRICULUM IN KINDERGARTEN

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Kindergarten students will focus on home and family as they are introduced to the basic understandings of good citizenship and learn about American holidays and symbols.

III. GOALS

(Linked to Core Curriculum Content Standards for Language Arts and the 2014 New Jersey Core Curriculum Content Standards for Social Studies)

There are a variety of standards for social studies curriculum that are referenced throughout the units of study. This document compiles and harmonizes the New Jersey Core Curriculum Content Standards for Social Studies, the Core Curriculum Content Standards for Language Arts, and the 21st Century Skills Curriculum Standards. The standards have been organized by themes of social studies: social studies skills, history, civics, geography, and economics. Skills are organized by a B (beginning), D (developing), and S (secure) scale.

Social Studies Skills	Specific Understandings and Skills	Beginning (B) Developing (D) Secure (S)
Social Studies Skills (Chronological Thinking)	Place key historical events and people in historical eras using timelines	B
Social Studies Skills (Chronological Thinking)	Explain how the present is connected to the past	B
Social Studies Skills (Spatial Thinking)	Determine locations of places and interpret information available on maps and globes	B
Social Studies Skills (Spatial Thinking)	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.	B
Social Studies Skills (Critical Thinking)	Distinguish fact from fiction.	B
Social Studies Skills (Critical Thinking)	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.)	B
Social Studies Skills	Use evidence to support an idea in a digital, oral, and/written format.	B

(Presentational Skills)		
Social Studies Skills	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.	B
(Presentational Skills)		

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

- o 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- o 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- o 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Civics, Government, and Human Rights	NJCCSS Indicator # and Subcategory	Indicator and Specific Understandings and Skills	Beginning (B) Developing (D) Secure (S)
Citizenship begins with becoming a contributing member of the classroom community.	6.1.P.A.1 Civics	Demonstrate an understanding of rules by following most classroom routines.	S
	6.1.P.A.2 Civics	Demonstrate responsibility by initiating simple classroom tasks and jobs.	S
Rules and laws are developed to protect people’s rights and the security and welfare of society.	6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.	S
	6.1.4.A.1 Civics	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.	B
	Civics	Explains the needs for rules, law, and government	B
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Identifies characteristics of a good leader (e.g., personal morality, experience, determination, confidence, a desire to be a leader, the ability to solve problems creatively)	B
Rules and laws are developed to protect people’s rights and the security and welfare of society.	Civics	Provides examples of authority (e.g., a teacher tells a group of students to do something) and power without authority (e.g., an older, larger student tells a group of younger students to do something)	D
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Knows examples of situations in which individuals are acting on their own (e.g., two friends decide to do something) and situations in which individuals' actions are directed by others (e.g., parents tell their children to do	D

		something)	
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Knows examples of situations that involve responsibility and the sources of responsibility (e.g., a child obeying his/her parents' request to take care of the family's pet)	D
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Knows some of the benefits of fulfilling responsibilities (e.g., praise and approval from parents, increased confidence and self-esteem)	D
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Knows that a good leader puts the interests of the people ahead of personal interests	B
Rules and laws are developed to protect people's rights and the security and welfare of society.	Civics	Knows that a good rule or law solves a specific problem, is fair, and "does not go too far"	D
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Knows that a responsibility is a duty to do something or not to do something	S
Rules and laws are developed to protect people's rights and the security and welfare of society.	Civics	Knows that justice means essentially the same thing as fairness	B
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Demonstrate an understanding of rules by following most classroom routines.	S
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Demonstrate responsibility by initiating simple classroom tasks and jobs.	S
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Demonstrate appropriate behavior when collaborating with others.	S
Rules and laws are developed to protect people's rights and the security and welfare of society.	Civics	Explains the needs for rules, law, and government	S
Citizenship begins with becoming a contributing member of the classroom community.	Civics	Identifies characteristics of a good leader (e.g., personal morality, experience, determination, confidence, a desire to be a leader, the ability to solve problems creatively)	B
Rules and laws are developed to protect people's rights and the security and welfare of society.	Civics	Recognizes problems that might arise from a lack of effective authority	B
Rules and laws are developed to protect people's rights and the security and welfare of society.	Civics	Knows examples of situations that involve responsibility and the sources of responsibility (e.g., a child obeying his/her parents' request to take care of the family's pet)	B
Rules and laws are developed to protect people's rights and the security and	Civics	Knows that a good rule or law solves a specific problem, is fair, and "does not go too far"	B

welfare of society.			
Rules and laws are developed to protect people's rights and the security and welfare of society.	Civics	Knows that people in positions of authority have limits on their authority (e.g., a crossing guard cannot act as an umpire at a baseball game)	B

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

- Knows geographic information about oneself
- Understands the globe as a representation of the Earth
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
 - 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
- Everyone is part of a larger neighborhood and community
 - 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community
 - 6.1.P.B.1 Identify, discuss, and role-play the duties of a range of community
- The physical environment can both accommodate and be endangered by human activities.
 - 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States

Geography, People, and the Environment	NJCCSS	Indicator and Specific Understandings and Skills	Beginning (B) Developing (D) Secure (S)
Content Statement	Indicator # and Subcategory		
Everyone is part of a larger neighborhood and community	6.1.P.B.1 People	Develop an awareness of the physical features of the neighborhood/community.	S
Everyone is part of a larger neighborhood and community	6.1.P.B.1 People	Identify, discuss, and role-play the duties of a range of community workers	S
Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.1 Geography	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	B
The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5 Environment	Describe how human interaction impacts the environment in New Jersey and the United States.	B
	Geography	Knows geographic information about oneself (e.g., the town in which he or she lives, address, phone number)	S
	Geography	Knows how areas of a community have changed over time (in terms of, e.g., size and style of homes; how people earn their living; changes in the plant and animal population)	B

	Geography	Knows how people affect the environment in negative (e.g., litter, pollution) and positive (e.g., recycling, picking up litter) ways	D
	Geography	Knows that places can be defined in terms of their predominant human and physical characteristics (e.g., rural, urban, forest, desert; or by types of land forms, vegetation, water bodies, climate) and classified as regions according to physical criteria (e.g., land form regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions)	B
	Geography	Knows the absolute and relative location of a community and places within it (e.g., parks, stores, landmarks)	B
	Geography	Knows the basic components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems)	B
	Geography	Knows the location of school, home, neighborhood, community, state, and country	B
	Geography	Knows the modes of transportation used to move people, products and ideas from place to place (e.g., barges, airplanes, automobiles, pipelines, ships, railroads), their importance and their advantages and disadvantages	D
	Geography	Knows the physical and human characteristics of the local community (e.g., neighborhoods, schools, parks, creeks, shopping areas, airports, museums, sports stadiums, hospitals)	B
	Geography	Knows the similarities and differences in housing and land use in urban and suburban areas (e.g., where people live, where services are provided, where products are made, types of housing, yard size, population density, transportation facilities, presence of infrastructure elements such as sidewalks and street lights)	B
	Geography	Knows the ways people communicate with each other now and long ago, and the technological developments that facilitated communication (e.g., speaking by gestures, transmitting stories orally, pictographs, hieroglyphics, different alphabets, writing by hand, printing techniques, the invention of the telegraph and telephone, satellite transmission of messages)	B

	Geography	Knows various systems of long-distance communication and their effects (e.g., runners, the "talking drums" of Africa, smoke signals of Native Americans, the pony express, the telegraph, telephones, satellite systems)	B
	Geography	Knows ways in which people depend on the physical environment (e.g., food, clean air, water, mineral resources)	D
	Geography	Knows ways that people solve common problems by cooperating (e.g., working in groups to pick up trash along a road, participating in a neighborhood crime-watch group, participating in community house-building projects)	D
	Geography	Understands differences between hunters and gatherers and people who cultivated plants and raised domesticated animals for food (e.g., in family life, the amounts of land necessary for support, ability to acquire surplus food for storage and trading)	B
	Geography	Understands differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; non-motorized vehicles such as chariots and hot air balloons; motorized vehicles such as railroads, automobiles, and airplanes; modern space advancements)	B
	Geography	Understands the differences between maps and globes	S
	Geography	Recognizes that different types of maps serve different purposes	B
	Geography	Identifies the parts of a map (e.g., compass rose, legend, title, etc.)	B
	Geography	Creates maps of personal spaces (e.g., home, classroom, school)	B
	Geography	Understands the globe as a representation of the Earth	S
	Geography	Understands why people choose to settle in different places (e.g., job opportunities, available land, climate)	B

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

Economics, Innovation, and Technology			
Content Statement	Indicator # and Subcategory	Indicator and Specific Understandings and Skills	Beginning (B) Developing (D) Secure (S)
People make decisions based on their <u>needs</u> , <u>wants</u> , and the availability of resources.	6.1.4.C.1 Economics	Apply * (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.	B
People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.2 Economics	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	B
	Economics	Knows that a cost is what you give up when you decide to do something, and a benefit is something that satisfies your wants	B
	Economics	Knows that a market exists whenever buyers and sellers exchange goods and services	B
	Economics	Knows that a price is the amount of money that people pay when they buy a good or service	S
	Economics	Knows that barter is trading goods and services for other goods and services without using money	B
	Economics	Knows that capital resources are things made by people that are used to make other goods or to provide services	B
	Economics	Knows that choices about what goods and services to buy and consume determine how resources will be used.	B
	Economics	Knows that goods are objects that can satisfy people's wants, and services are activities that can satisfy people's wants	B
	Economics	Knows that human resources (i.e., labor or human capital) are the efforts of people who work to produce goods and to provide services	B

	Economics	Knows that money is a good that can be used to buy all other goods and services	S
	Economics	Knows that natural resources are without human intervention	D
	Economics	Knows that people who use goods and services are called consumers, and people who make goods or provide services are called producers, and that most people both produce and consume	B
	Economics	Knows that some of the goods and services we use are provided by the government (e.g., schools, parks, police and fire protection)	B
	Economics	Understands that in an exchange people trade goods and services for other goods and services or for money	B
	Economics	Understands that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants	D
	Economics	Explains what it means to "save" money	D
	Economics	Understands that when two people trade because they want to, they expect to be better off after the exchange	B

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.

D. History, Culture, and Perspectives

History, Culture, and Perspectives Content Statement	Indicator # and Subcategory	Indicator and Specific Understandings and Skills	Beginning (B) Developing (D) Secure (S)
Individuals and families have unique	6.1.P.D.1	Describe characteristics of oneself, one's	S

characteristics Individuals and families have unique characteristics	6.1.P.D.2	family, and others. Demonstrate an understanding of family roles and traditions.	S
There are many different cultures within the classroom and community	6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play)	S
There are many different cultures within the classroom and community	6.1.P.D.4	Learn about and respect other cultures within the classroom and community.	S
Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation	6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	B
Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.	B
Key historical events, documents, and individuals led to the development of our nation.	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) present day government and citizenship.	B
Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government	B

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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

Civics, Government, and Human Rights Content Statement	Indicator # and Subcategory	Indicator and Specific Understandings and Skills	Beginning (B) Developing (D) Secure
Active citizens in the 21 st century Recognize that people have different perspectives based on their beliefs, values, traditions, cultures, and experiences.	6.3.4.A.1 Human Rights	Determine what makes a good <u>rule</u> or <u>law</u> and apply this understanding to rules and laws in your school or <u>community</u> (e.g., bike helmet, recycling)	B

III. SCOPE AND SEQUENCE

Units of Study	Kindergarten
Unit 1 Sept./Oct. 4 weeks	<i>Being a Good Citizen</i>
Unit 2 October/ November 4 weeks	<i>Where We Live</i>
Unit 3 February- End of March 6 weeks	<i>Time Goes By & Stories of the Past</i>
Unit 4 April 4 weeks	<i>Workers and the Community</i>
Unit 5 June 4 weeks	<i>My Country</i>

IV. UNITS OF STUDY

Kindergarten:

Kindergarten Unit 1: <i>Being a Good Citizen</i> September/October (4 weeks)
Desired Results
<p>Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i></p> <p><i>New Jersey Core Curriculum Content Standards for Social Studies</i> <i>Civics, Government, and Human Rights</i></p> <p>Citizenship begins with becoming a contributing member of the classroom community.</p> <p>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.</p> <p>Rules and laws are developed to protect people’s rights</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p><i>History, Culture, and Perspectives</i></p> <p>Individuals and families have unique characteristics. There are many different cultures within the classroom</p>

and community.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

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.

Understandings:

Students will understand that...

- Good citizens are involved in their home, school and community.
- Good citizens work well in groups, at home, in school and out in the community.
- People need rules to get along and be safe.

Essential Questions:

- Who am I and what makes me unique and special?
- How am I alike and different than others?
- In what ways are good citizens involved in their home, school, and communities?
- What actions show examples of being a good citizen at school?
- What are examples of rules?
- What are the consequences of breaking rules?

Students will know/learn...

- *What key knowledge and skills will students acquire as a result of this unit?*
 - Recite the Pledge of Allegiance
 - Betsy Ross was a good citizen and a famous American woman in our country.
 - George Washington was a good citizen in our country and is considered the father of our country.
 - Interact respectfully with one another in the classroom.
 - Learn skills for making new friends
- *What should they eventually be able to do as a result of such knowledge and skill?*
 - Individuals and families have unique characteristics.
 - Describe characteristics of oneself, one's family, and others.
 - Create a self-portrait that reflects their physical attributes.
 - Demonstrate an understanding of family roles and traditions.
 - Knows a family history through two generations (e.g., various family members and their connections)
 - There are many different cultures within the classroom and the community.
 - Express individuality and cultural diversity (e.g., through dramatic play)
 - Learn about and respect other cultures within the classroom and community.
 - Citizenship begins with becoming a contributing member of the classroom community
 - Demonstrate an understanding of rules by following most classroom routines.
 - Demonstrate responsibility by initiating simple classroom tasks and jobs.
 - Demonstrate appropriate behavior when collaborating with others.

Students will be able to...

- Take turns and share.
- Contribute to class discussion.
- Follow directions.
- Interact respectfully with one another in the classroom.
- Take responsibility for certain classroom chores.
- Identify the flag as a symbol of our country.
- Take care of personal belongings and respecting what belongs to others.

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i> ● <i>By what criteria will performance of understandings be judged? (Cooperation, playing fair, meeting new friends...)</i> <ul style="list-style-type: none"> ○ Role play asking a friend to play. <ul style="list-style-type: none"> ▪ Approach the person. ▪ Look the person in the eye. ▪ Smile. ▪ Ask, “Hi, would you like to play _____?” ▪ Answer politely, “Yes, thanks for asking.” Or, “No, thank-you. I’m going to _____.” ○ Role play how to introduce themselves to someone new by following four steps: <ul style="list-style-type: none"> ▪ Approach the person ▪ Look the person in the eye ▪ Smile ▪ Say, “Hello, my name is _____. What’s yours?” ▪ Be polite and say, “It’s nice to meet you.” 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● <i>Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?</i> <ul style="list-style-type: none"> ○ Teacher observation ● <i>How will students reflect upon and self-assess their learning?</i> <ul style="list-style-type: none"> ○ Making new friends
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Resources for Instruction

<p>Textbook and Children’s Literature Connections:</p> <p><i>Don’t Need Friends</i> by Carolyn Crimi</p> <p><i>How to be a Friend: Guide to Making Friends and Keeping Them</i> by Marc Brown</p> <p><i>Margaret and Margarita</i> by Lynn Reiser</p> <p><i>Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times</i> by Kate Waters</p> <p><i>Yo! Yes?</i> by Chris Raschka</p> <p><i>Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy</i> by Kate Waters</p> <p><i>Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl</i> by Kate Waters</p>	<p>Supporting Materials:</p> <p>Brainpop Junior www.brainpopjunior.com</p> <p>Pebble Go www.pebblego.com</p> <p>Scholastic: www.Scholastic.com/lfo</p>
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**Kindergarten Unit 2:
Where We Live
October/November
(4 weeks)**

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

**New Jersey Core Curriculum Content Standards for Social Studies:
Geography, People and the Environment**

Everyone is part of a larger neighborhood and community.

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.P.B.2 Identify and discuss, and role-play the duties of a range of community workers.

History, Culture, and People

Individuals and families have unique characteristics. There are many different cultures within the classroom and community.

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.

Understandings:

Students will understand that...

- *What are the big ideas?*
 - People are affected by the places they live.
 - Maps and globes have similarities and differences that help us know where we are in the world.
 - A map is a flat representation of the earth.
 - A globe is a sphere and represents the entire Earth.
 - An individual's home address assists them in understanding where they are located in the neighborhood, community, town/city, and world.
- *What specific understandings about the big ideas are desired in this unit?*
 - Where people live often affects how they live.
- *What misunderstandings are predictable?*
 - All people live the same way.

Essential Questions:

- What can be used to show a model of the Earth?
- Why are maps and globes important?
- How are they alike and how are they different?
- What types of homes people have are related to where they live?

Students will know/learn...

- *What key knowledge and skills will students acquire as a result of this unit?*
 - Memorize their home address and phone number
 - Describe a community or neighborhoods
 - Recognize a map as a flat representation of the Earth.
 - Recognize a globe as a sphere which provides us a more accurate picture of the planet
 - communities vary around the world
 - homes vary around the world
- *What should they eventually be able to do as a result of such knowledge and skill?*

- cultures vary in a communities all around the world
- distinguish between land and water on a globe
- identify difference between maps and globes
- identify a globe as a model of the earth
- distinguish between city and farm life

Students will be able to...

- use maps and globes to gain a better understanding of how places can be represented
- engage in conversations to discuss cultures
- read and listen to stories that describe communities and neighborhoods
- recite their address
- compare and contrast different homes

Assessment Evidence

Performance Tasks:

- Students will recite their home address and phone number
- Recite parent or guardian’s full name

Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

Resources for Instruction

Textbook and Children’s Literature

Connections:

- Communities
- Castles, Caves, and Honeycombs, by Linda Ashman
- Which Way Wendy, by Tennant Redbank
- Our Earth, by Anne Rockwell
- From Here to There, by Margery Cuyler

Supporting Materials:

Kindergarten Unit 3

Time Goes By and Stories of the Past

February/March

(6 weeks)

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

New Jersey Core Curriculum Content Standards for Social Studies:

History, Culture, and Perspectives

Key historical events, documents, and individuals led to the development of our nation.

- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas

Jefferson, and Benjamin Franklin toward the development of the United States government

- 6.1.4.D.14 Trace how the American identity evolved over time.

Social Studies Chronological Skill: Place key historical events and people in historical eras using timelines.

Understandings:

Students will understand that... example gw was a great leader, important people have memorial

- What are the big ideas?
 - There are many important people who have helped shape our country
 - The way people lived in the past is very different from today
 - People and places change over time
 - History happened a long time ago
 - Calendars are used to track time
 - Timelines are used to represent moments in time
- What specific understandings about the big ideas are desired in this unit?
 - Passing time brings changes
 - Children will learn how to read a calendar
 - recognize the ways things change over time
 - Things change day to day
- What misunderstandings are predictable?
 - The calendar year starts in January not September
 - That as time progresses, how people lived in the past, was not wrong...

Essential Questions:

- How are our lives similar to those who lived in the past?
- How are our lives different from those who lived in the past?
- Have I changed over time?
- Has my family changed over time?

Students will know/learn...example 1st president might forget, mt vernon house

- *What key knowledge and skills will students acquire as a result of this units*
 - *passing time brings changes*
 - *there are many important people who influenced our history*
- *What should they eventually be able to do as a result of such knowledge and skill?*
 - *how we get things we need has changed (walked to get water now we have a well)*
 - *key people in our past*
 - *what has changed over the years (furniture, clothing, cars and homes)*
 - *understanding key terms yesterday, today and tomorrow*

Students will be able to...

- use a calendar to track the days and months
- compare and contrast the differences of daily living from the past to today
- recite the days of the week

Assessment Evidence

Performance Tasks:

- Students will identify (by sight) George

Other Evidence:

- Through what evidence (e.g., quizzes, tests,

Washington, Thomas Jefferson, Abraham Lincoln and Current President	academic prompts, observations, projects) will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> How will students reflect upon and self-assess their learning?
Resources for Instruction	
Textbook and Children’s Literature Connections: <i>Smart about the Presidents</i> by Jon Buller <i>I Am Abraham Lincoln</i> by Brad Meltzer	Supporting Materials:

Kindergarten Unit 4 Workers and the Community (April) 6 weeks	
Desired Results	
<p>Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i></p> <p>New Jersey Core Curriculum Content Standards for Social Studies:</p> <p>Geography, People, and the Environment Everyone is part of a larger neighborhood and community.</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community. 6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community</p> <p>Economics, Innovation, and Technology</p> <p>People make decisions based on their needs, wants, and the availability of resources. Economics is a driving force for the occurrence of various events and phenomena in societies.</p> <p>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 of products</p>	
Understandings: Students will understand that... <ul style="list-style-type: none"> <i>What are the big ideas?</i> <ul style="list-style-type: none"> From farmers and factory workers to police officers and garbage collectors, a community is the sum of the people who live, work, learn, and play together Explain why people have jobs and how jobs impact their lives, families, and communities 	Essential Questions: <ul style="list-style-type: none"> Why do people work? Why do people “work” for no money and volunteer? What are my needs and wants? Why do we need money? How can I be a good helper at school?

- Recognize the relationship between work and money
- Identify goods and services
- Why do people have to make choices when buying
- *What specific understandings about the big ideas are desired in this unit?*
 - Through the study of jobs, students will learn about all the aspects involved in running a community, and how each job contributes to the well being of individuals and the community as a whole.
- *What misunderstandings are predictable?*
 - Student misunderstandings will revolve around the five-year old's perspective that they are the center of their own universe. A five-year-old will often find it hard to see the world from any other point of view other than their own. It is predicted that the typical kindergarten student might be less tolerant of things that seem different than from that of their own experiences.
 - Kindergarten students do not think the same way about the world as adults do.
 - Cause and effect are not explained through logic, but rather through intuition. "I go to sleep because it's night" would be an example of a kindergarten student's explanation.
 - Kindergarten students are bound cognitively by their senses. They are often not ready to understand abstract concepts such as "fairness."

Students will know/learn...

- *What key knowledge and skills will students acquire as a result of this unit?*
 - Define and describe a particular job in a community.
 - Describe how the a particular community member's job is important to a community.es
 - Describe how a particular community member's job is different in different places.
 - Describe why people have jobs and how jobs impact their lives, families, and communities
 - Describe the relationship between work and money
 - Describe making good choices when buying
 - Describe needs and wants
 - Describe where food comes from
- *What should they eventually be able to do as a result of such knowledge and skill?*
 - Select one job (i.e. mayor, police officer, firefighter, paramedic, teacher) to research and present

<p>information learned and known to an audience.</p> <ul style="list-style-type: none"> ○ Explain the relationship between work and money ○ Explain the differences between needs and wants ○ Recognize that all jobs are significant <p>Students will be able to...</p> <ul style="list-style-type: none"> ● name various community members and explain their role in the community ● show the differences between needs and wants

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Draw a picture of a community member, label and write one sentence. ● Draw a picture of a need and want. Write a statement about each. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? ● How will students reflect upon and self-assess their learning?
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Resources for Instruction

<p>Textbook and Children’s Literature Connections:</p> <p><u>Communities</u> <u>Arthur’s Pet Business</u> by Marc Brown <u>A Day in the Life of a Nurse</u> <u>Jobs</u> <u>Where I Live</u> <u>At Work</u> <u>Meet Firefighter Jen</u> <u>Safety on the Playground</u> <u>At the Gas Station</u> <u>Helpers in My Community</u> by Bobbie Kalman <u>Recycling</u> <u>Community Helpers From A to Z (Alphabasics)</u> by Bobbie Kalman <u>What Is a Community? (A Global Community)</u> by Rebecca Rissman and Sian Smith <u>How We Help</u> <u>My Life in a Town</u></p>	<p>Supporting Materials:</p> <p><u>Anchor Titles:</u></p> <p>Anchor titles could provide a grade-level read-aloud that are exemplars in both text complexity and unit content. Anchor title possibilities:</p> <p><u>Community Helpers Then and Now (From Olden Days to Modern Ways in Your Community)</u> by Bobbie Kalman <u>How to Draw a Map: How to Use a Map</u> by Julia Quinlan <u>Frankly Frannie Doggie DayCare</u> by A.J. Stern http://www.penguin.com/static/images/yr/pdf/tl-guide-frankly-frannie.pdf <u>Community Helpers From A to Z (Alphabasics)</u> by Bobbie Kalman</p>
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<p>Kindergarten Unit 5 My Country June (4 Weeks)</p>
<p>Desired Results</p>
<p>Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning</i></p>

outcomes) will this unit address?

New Jersey Core Curriculum Content Standards for Social Studies:

Geography, People, and the Environment

Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

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

History, Culture, and Perspectives

Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Social Studies Spatial Thinking Skill: Determine locations of places and interpret information available on maps and globes.

Understandings:

Students will understand that...

- What are the big ideas?
 - There are specific symbols that represent our countries
 - Symbols show pride
 - Leaders in the government, community, school, and home make and enforce rules
 - How do you say the Pledge of Allegiance?
 - Why is freedom important?
 - The importance of voting.
 - The basic process of voting

What specific understandings about the big ideas are desired in this unit?

- Through this unit students will understand the importance of symbols and songs that represent our country.
- Understand the necessity of leaders
- Recognize America's basic freedom
- What does the flag mean?
- What does it stand for?
- What misunderstandings are predictable?
 - That all countries have the same symbols.

Essential Questions:

- How can symbols represent the United States?
- How do symbols help me understand my country?
- Why do we have a President of the United States?

Students will know/learn...

- *What key knowledge and skills will students acquire as a result of this unit?*
 - There are both national and state symbols
 - There are also important national icons
 - recognize a map of the United States
- *What should they eventually be able to do as a result of such knowledge and skill?*

<ul style="list-style-type: none"> ○ The students will identify the national symbols <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Differentiate between state and national symbols ● Name the current President 	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will identify: The American Flag, Bald Eagle, Liberty Bell, Statue of Liberty 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? ● How will students reflect upon and self-assess their learning?
Resources for Instruction	
<p>Textbook and Children’s Literature Connections:</p> <p><i>The Bald Eagle</i>, by Llyod Douglas</p> <p><i>What Freedom Means to Me: A Flag Day Story</i> by Heather Henry</p>	<p>Supporting Materials:</p>

Bibliography

Understanding by Design by Wiggins, Grant. & McTighe, Jay. Association for Supervision and Curriculum Development, 2004.