

**COURSE TITLE**

Kindergarten Social Studies

**LENGTH**

Full Year

**DEPARTMENT**

Social Studies

**SCHOOL**

Kindergarten Center

**DATE**

Revision Date: 9/10/18

Initial BOE Approval Date (Born on): 6/15/2015

## I. Introduction/Overview/Philosophy

The social studies curriculum is designed to introduce students to their world through the relationships of the past, present and future in conjunction with their developmental ability. Children will understand that the needs and relationships that shape their world are common to people across the globe. Additionally, citizenship and civics will be taught using patriotic concepts. Cultural and social growth through peer interaction, and ideas of family, responsibility, and respect will be infused into a variety of lessons. Economics, the value of work, and the concept of careers will also be highlighted.

This course of study is for full-day kindergarten. The teachers are the evaluators of the student's progress. They will give individual attention to the student's needs and growth. The New Jersey Student Learning Standards for Social Studies and Holocaust and Amistad Mandate studies are included in an introductory manner. Computer lessons are to be used when appropriate.

## II. Objectives

### **Course Outline:**

#### **Geographical Development**

- Introduce maps and globes
- Identify the geography of Rutherford
- Identify our reactions to seasons and climate.

#### **Historical Development**

- Understand time patterns and relationships among events.
- Understand the importance of people and events from the past to the present.
- Compare and connect the past with the present.

#### **Citizenship Development**

- Understand patriotic symbols.
  - Flag
  - Anthem
  - Pledge
- Understand our civic responsibilities
  - Recognize and respect authority figures
  - Accept and respect others
  - Work for a common goal
- Respect and follow rules throughout life experiences.

**Economic Development**

- Understand occupational choices to satisfy basic wants and needs.
- Understand and compare public and private property.

**Cultural Development**

- Understand and accept each person's unique identity.
- Compare and share customs and traditions of one's own and others.
- Understand one's role as a member of society.
  - Family
  - Peer groups
  - Teams
- Understand means of thought and expression.
  - The arts
  - Appropriate behavior
  - Appropriate language and communication
- Understand and appreciate human relationships.

**Student Outcomes****Active Citizenship Skills**

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternative solutions
- Develop strategies to reach a consensus and resolve conflict
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

**New Jersey Student Learning Standards****CAREER READY PRACTICES****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

**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.

***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.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## ***TECHNOLOGY***

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

### ***Strand B. Creativity and Innovation***

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

### ***Strand D. Digital Citizenship***

8.1.2.D.1 Develop an understanding of ownership of print and nonpoint information.

### ***Strand E. Research and Information Fluency***

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

### ***Strand F. Critical Thinking, Problem Solving, and Decision-Making***

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

***Strand A. Nature of Technology: Creativity and Innovation***

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

***Strand C. Design: The design process is a systematic approach to solving problems.***

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

***Strand E. Computational Thinking: Programming***

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

**21ST CENTURY LIFE AND CAREERS**

**Standard 9.1 Personal Financial Literacy**

***Strand F. Civic Financial Responsibility***

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

**Standard 9.2 Career Awareness, Exploration, And Preparation**

***Strand A. Career Awareness***

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)**

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.C.1 Distinguish between needs and wants and explain how [scarcity](#) and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.2 Apply [opportunity cost](#) (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

**III. Proficiency Levels**

This one-year program is open to all students meeting the Rutherford Board of Education requirements.

## IV. Methods of Assessment

### *Student Assessment*

- Teacher observation
  - Show and tell
  - Role playing
  - Playgroup activities
  - Drama
- Teachers meet with parents in November for conferences and then on an as needed basis

### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

## V. Grouping

All students will be grouped heterogeneously and assigned to a school by the Board of Education. They must meet the Board of Education age and residency requirements. There are no prerequisites

## VI. Articulation/Scope & Sequence/Time Frame

This is a one-year program, and a prelude to grade one.

## VII. Resources

### *Texts/Supplemental Reading/References*

- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)
- Teachers may bring in community resources such as police or fireman/woman to explain their functions.
- *Literary and Musical*
  - Tomorrow is Mom's Birthday - Carolyn Dorflinger
  - Con mi hermano/With My Brother - Eileen Roe
  - Lucy's Picture - Nicole Moon
  - Happy Birthday, Martin Luther King - Jean Marzollo
  - Moon Rope/Un lazo a la luna - Lois Ehlert
  - Together - George Ella Lyon
  - What is the Sun? - Reeve Lindbergh
  - Koala Lou - Mem Fox
  - The Greatest of All - Eric A. Kimmel
  - Lion Dancer - Kate Waters and Madeline Slovenz-Low
  - "My Parents"/Mis Padres, A Pocketful of Poems: An Anthology of Poetry for Children - HBJ
  - Just Like Abe Lincoln - Bernard Waber
  - A Picture Book of George Washington - David Adler
  - George Washington's Cows - David Small
  - "Families" - Dorothy and Michael Strickland
  - "A Seed, A Flower, A Minute, An Hour" - Joan Blos
  - "Old Mac Donald"
  - "I've Been Working On The Railroad"

- “This Land is Your Land”
- “My Country Tis of Thee”
- “The More We Get Together”
- Additional literary and musical sources determined by the classroom teachers

## **VIII. Suggested Activities**

- Reading groups
- Playgroup activities
- Role-playing
- Show and tell
- Visual aids
- Oral programs such as music
- Walking trips around the neighborhood
- Thematic units

## **IX. Methodologies**

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

## **X. Interdisciplinary Connections**

Teachers can readily combine, integrate and infuse disciplines as needed. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Allow verbal responses related to geography and resources
- Cooperative learning opportunities
- Utilize illustrations to reflect understanding
- Provide a sentence frame or model

- Break assignments into smaller tasks
- Allow opportunities for collaboration to identify historical development
- Introduce familiar patriotic symbols
- Utilize picture cues reflecting rules
- Use of songs and technology
- Provide opportunities to collaborate with peers
- Provide opportunities to role play
- Provide positive peer model for collaboration
- Reword/pre-teach vocabulary
- Provide visuals
- Provide examples of traditions
- Reduce/modify expectations holidays/traditions

#### *Differentiation for Enrichment*

- Extension Activities such as: Student labels an illustration of the sunflower
- Compare and contrast geography of Rutherford to that of another community.
- Identify through written responses the significant historical events
- Create a time line
- Verbally state 3 questions to ask a patriotic leader
- Increase number of symbols responsible for
- Compare flag to another flag
- Provide additional resources for independent exploration of patriotic symbols/and or civic responsibilities
- Identify needs and wants for others
- Brain storm ways to support those in need
- Provide in writing, evidence to support a want
- Create opportunities to share and explain personal culture/traditions
- Provide additional resources to enrich understanding of cultures

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Geographical Development</b></p> <ul style="list-style-type: none"> <li>• Introduce maps and globes</li> <li>• Identify the geography of Rutherford</li> <li>• Identify our reactions to seasons and climate.</li> </ul>	60 minutes a week for 3 weeks	<p><i><b>For Support:</b></i></p> <ul style="list-style-type: none"> <li>• Allow verbal responses related to geography and resources.</li> <li>• Cooperative learning opportunities</li> <li>• Utilize illustrations to reflect understanding</li> </ul> <p><i><b>For Enhancement:</b></i></p> <ul style="list-style-type: none"> <li>• Student labels an illustration of the sunflower.</li> <li>• Compare and contrast geography of Rutherford to that of another community.</li> </ul>	<p>6.1.4.B.1 6.3.4.A.2 CPR 5 8.1.5.E.1 8.2.5.A.4</p>	<ul style="list-style-type: none"> <li>• Read and discuss Scholastic Weekly Readers: <u>Apples, Autumn, Pumpkins, Penguins, Spring Changes</u></li> <li>• Student Participation and discussions on text including <u>Sunflower</u> by Joy Cowley and <u>Looking at Cities</u> activity</li> <li>• Illustrate a neighborhood</li> <li>• Identify landmarks in community and school</li> <li>• Compare and contrast city and country life</li> </ul>

<p><b>Historical Development</b></p> <ul style="list-style-type: none"> <li>• Understand time patterns and relationships among events.</li> <li>• Understand the importance of people and events from the past to the present.</li> <li>• Compare and connect the past with the present.</li> </ul>	60 minutes a week for 8 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>• Provide a sentence frame or model.</li> <li>• Break assignments into smaller tasks</li> <li>• Allow opportunities for collaboration to identify historical development</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Identify through written responses the significant historical events</li> <li>• Create a time line</li> <li>• Verbally state 3 questions to ask a patriotic leader</li> </ul>	6.3.4.A.2 6.3.4.D.1 CPR1,2, 4, 5, 6, 8, 11, 12	<ul style="list-style-type: none"> <li>• Class Discussion on Martin Luther King Jr., Thanksgiving, President's, Memorial Day</li> <li>• Then and Now project</li> <li>• Read and Discuss Scholastic Weekly Readers: Veterans Day, Thanksgiving, Dr. King, President's Day</li> <li>• Define leadership roles</li> <li>• Write about why a historical figure was a good leader</li> <li>• Character map describing leader</li> </ul>
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<p><b>Citizenship Development</b></p> <ul style="list-style-type: none"> <li>• Understand patriotic symbols.</li> <li>• Understand our civic responsibilities</li> <li>• Respect and follow rules throughout life experiences.</li> </ul>	<p>60 minutes a week for 8 weeks</p>	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>• Introduce familiar patriotic symbols</li> <li>• Utilize picture cues reflecting rules</li> <li>• Use of songs and technology</li> <li>• Provide opportunities to collaborate with peers</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Increase number of symbols responsible for</li> <li>• Compare flag to another flag</li> <li>• Provide additional resources for independent exploration of patriotic symbols/and or civic responsibilities.</li> </ul>	<p>6.1.4.A.1 6.3.4.A.1 6.3.4.A.2 6.3.4.D.1 CPR1,4, 5, 6, 7, 11, 12 9.2.4.A.1-4 8.1.2.D.1 8.2.2.C.1</p>	<ul style="list-style-type: none"> <li>• Read and Discuss Scholastic Weekly Reader: We Are Friends, School Rules, Manners, Firefighters, Veterans Day</li> <li>• High 5 to Hometown Heroes Activities</li> <li>• Participate in mock election</li> <li>• Identify patriotic symbols, songs, and civic awareness</li> <li>• State Pledge of Allegiance</li> <li>• Identify flag and other patriotic symbols</li> <li>• Character Education</li> </ul>
<p><b>Economic Development</b></p> <ul style="list-style-type: none"> <li>• Understand occupational choices to satisfy basic wants and needs.</li> <li>• Understand and compare public and private property.</li> </ul>	<p>60 minutes a week for 4 weeks</p>	<p><b>For support:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to role play.</li> <li>• Provide positive peer model for collaboration</li> <li>• Reword/preteach vocabulary</li> <li>• Provide visuals</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Identify needs and wants for others.</li> <li>• Brain storm ways to support those in need.</li> <li>• Provide in writing, evidence to support a want.</li> </ul>	<p>6.1.4.C.1 6.1.4.C.2 CPR1,2, 4, 5, 6, 7, 8, 11 9.1.4.B.1,5 9.1.4.D.1 9.1.4.F.1, 2 9.2.4.A.1-4 8.1.5.B.1, 8.1.5.E.1 8.2.5.A.4</p>	<ul style="list-style-type: none"> <li>• Read and Discuss Scholastic Weekly Readers</li> <li>• Compare needs and wants.</li> <li>• Earth Day Project illustrating/writing the need to protect the earth</li> <li>• Write letters and/or draw pictures to senior citizens in our community</li> <li>• Responsibility Checklist</li> </ul>

<p><b>Cultural Development</b></p> <ul style="list-style-type: none"> <li>• Understand and accept each person’s unique identity.</li> <li>• Compare and share customs and traditions of one’s own and others.</li> <li>• Understand one’s role as a member of society.</li> <li>• Understand means of thought and expression.</li> <li>• Understand and appreciate human relationships.</li> </ul>	<p>60 minutes/month for 10 months (character ed)</p> <p>60 minutes/week for 8 weeks</p>	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>• Provide examples of traditions</li> <li>• Reduce/modify expectations holidays/traditions</li> <li>• Provide visuals</li> <li>• Role playing</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Create opportunities to share and explain personal culture/traditions</li> <li>• Provide additional resources to enrich understanding of cultures.</li> </ul>	<p>6.3.4.A.1 6.3.4.A.2 6.3.4.D.1 9.2.4.A.1-4 CPR1,5,8,12</p>	<ul style="list-style-type: none"> <li>• Character Education</li> <li>• Holidays/Family Traditions-share family/holiday tradition unique to each family</li> <li>• Scholastic Weekly Reader: Winter holidays, Summer Safety, Valentine’s Day</li> <li>• Monthly assemblies</li> <li>• Share with class an example of how to be a fair friend</li> <li>• Mindfulness Exercises</li> </ul>
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