



Social Studies Curriculum  
Grade Kindergarten

Unit 1: All About Me	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: Social Studies Grade K</b>	
Summary and Rationale	
Kindergarten students are curious about themselves and the world around them. Throughout the year students will explore their interactions with others and the rules and skills that help people live together in a community.	
Recommended Pacing	
30 days	
State Standards	
<b>Standard 6.1 U.S. History: America in the World.</b> 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.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4. D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4. D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<b>Standard 6.3 Active Citizenship in the 21st Century:</b> 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.	
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
This unit of study addresses the NJ Amistad mandate.	
This unit of study addresses the NJ Holocaust and Genocide mandate.	
CCSS Speaking & Listening Standards (Grade K)	
CPI #	Cumulative Progress Indicator (CPI)
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges.</li> </ol>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
S.L.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

S.L.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
S.L.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>CCSS Writing Standards (Grade K)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>CCSS Reading Standards (Grade K)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
R.K.10	Actively engage in group reading activities with purpose and understanding.
<b>21<sup>st</sup> Century Life and Career Standards</b>	
CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
<b>Educational Technology Standards</b>	
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 to create and communicate knowledge.
<b>Interdisciplinary Standards</b>	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Individuals have different wants and needs.</li> <li>• I am an important part of my family, my class, and my school.</li> <li>• Being kind to others is one way to be a good friend.</li> <li>• Some things in life change and others stay the same.</li> <li>• People are alike in many ways and different in many other ways.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How are we alike?</li> <li>• How are we different?</li> <li>• How do I fit in my classroom &amp; school?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- People look different.
- People spend time differently.
- Things people need to live are food, clothing and shelter.
- Wants are things people would like to have.
- All people have the same basic needs.

**Students will be able to:**

- Draw and label a self-portrait.
- Contribute to class or small group chart listing different characteristics of individuals (hair and eye color, artistic, athletic, etc.)
- Identify and recognize the difference between a need and a want.
- Draw something they need and something they want.
- Compare and contrast home vs. school.
- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world. □  
Participate in group discussions about people in their lives.
- Describe people, places, and things in their lives.

**Evidence of Learning****Suggested Assessments:**

- Self-Portrait in September and June: Students draw a picture of themselves in September and in June. At the end of the year, students, teachers, parents & guardians observe students' self-conceptions as depicted in the two self-portraits.
- Student of the Day: All students are given a chance to be the "star student" / "student of the day" (or a similar title depending on the teacher). On this day, students share about themselves (how to spell/write their name, who is in their family, things that they like, etc.). Teachers observe students' ability to 1) introduce and describe themselves and 2) make connections and comparisons with others in class.
- The Kindergarten team will use a common rubric to measure students' effective communication skills.

**Resources****Suggested Resources:**

<https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/>

I Like Me by Nancy Carlson

We Are All Alike, We Are All Different by Chleltenham Elementary Kindergartners

What I Like About Me by Allia Zobel Nolan

Will I Have a Friend? by Lillian Hoban

Unit 2: People And Places In My Life	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade K	
Summary and Rationale	
To develop a sense of space students will locate places on maps and globes which will lead to some spatial orientation to their school, home, and places that they visit or read about.	
Recommended Pacing	
30 days	
State Standards	
<b>Standard 6.1 U.S. History: America in the World.</b> 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.	
CPI #	Cumulative Progress Indicator (CPI)
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.
CCSS Speaking & Listening Standards (Grade K)	
CPI #	Cumulative Progress Indicator (CPI)
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS Reading Standards (Grade K)	
CPI #	Cumulative Progress Indicator (CPI)
R.K.10	Actively engage in group reading activities with purpose and understanding.
21 <sup>st</sup> Century Life and Career Standards	
CRP1	Act as a responsible and contributing citizen and employee.

CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
<b>Educational Technology Standards</b>	
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 to create and communicate knowledge.
<b>Interdisciplinary Standards</b>	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• People are alike in the most important ways and different in many other ways.</li> <li>• People work together to make choices about goods and services.</li> <li>• Cooperation is important when many people are working together. □ People work at many jobs.</li> <li>• Maps and globes help us locate where we live; locate places we've visited or learned about; understand and follow directions.</li> <li>• The location of people, places and things can be described in terms of their relationship to other people, places and things.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do we find people and places?</li> <li>• How come we need different maps and globes?</li> <li>• What maps do we need?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- Awareness of streets, towns, states, and countries.
- All places have a location.
- Understanding the meaning of a map and globe
- Maps or globes can show the location of places referenced in stories and real-life situations.
- Land and water features on maps and globes are shown by different colors.
- Understand and apply the concept of: near/far; above/below; left/right; behind/in front; first/last; before/after
- Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.

**Students will be able to:**

- Students will be able to tell where they live by telling their address to a partner (*e.g., I would like you to come over to play. I live at....*)
- After a read aloud students will use a simple map to identify the major body of land and water where the story took place.
- Describe the location of people, places & things.
- Play a game applying directionality skills through the manipulation of objects.
- Follow a simple map to collect clues on a treasure hunt of the school or playground.
- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

### Evidence of Learning

**Suggested Assessments:**

- Field Trip in Our Community: Students study important places and important helpers in the community. After studying important places, students may visit an important place such as the local firehouse. Students will draw and write about the ways that firefighters help our community.
- “Meet my family”: Students learn about the concept of family through a diverse array of texts. Students describe members of their family, and practicing telling others where their family is from and where their family members live.

### Resources

**Suggested Resources:**

Using Play to teach Soc Studies <http://www.socialstudies.org/sites/default/files/publications/yl/1004/100404.html>  
<https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/>

## Unit 3: The Country Where I Live

**Content Area: Social Studies**

**Course & Grade Level: Social Studies Grade K**

### Summary and Rationale

In learning about school and the democratic process, students will have a preliminary understanding of government. They are introduced to economic concepts by distinguishing between wants and needs in the classroom. As students begin to learn about goods and services they will make connections to their daily lives.

### Recommended Pacing

30 days

### State Standards

**Standard 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.

CPI #	Cumulative Progress Indicator (CPI)
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.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
6.1.4. D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**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.

6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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This unit of study addresses the NJ Amistad mandate.

This unit of study addresses the NJ Holocaust and Genocide mandate.

### CCSS Speaking & Listening Standards (Grade K)

CPI #	Cumulative Progress Indicator (CPI)
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>

SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>CCSS Reading Standards (Grade K)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
R.K.10	Actively engage in group reading activities with purpose and understanding.
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<b>Interdisciplinary Standards</b>	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• People have input and choices in decision-making.</li> <li>• People can get what they need by trading money for food, clothing, and shelter.</li> <li>• Americans use symbols to respect and honor their country.</li> <li>• All countries have symbols and songs unique to that country.</li> <li>• Many people made important contributions to the United States.</li> <li>• Cooperation is necessary when people are working and playing together.</li> <li>• People have input and choices in decision-making.</li> <li>• Good citizens understand taking responsibility for their own actions.</li> <li>• Good citizens are involved in their home, school, and community.</li> <li>• People work at many jobs within the school community.</li> <li>• People have different roles depending on where they are.</li> <li>• People depend on goods and services.</li> </ul>	

<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Why do countries have flags and national anthems?</li> <li>• Why do I have responsibilities/jobs in the classroom?</li> <li>• How do I take turns and share?</li> <li>• How do I show respect for others?</li> <li>• How do I care for things in our classroom?</li> <li>• Why do we need rules?</li> <li>• What are basic needs &amp; wants?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The flag has red and white stripes and white stars on a blue rectangle.</li> <li>• The pledge to the flag is called the Pledge of Allegiance.</li> <li>• The President is the leader of our country.</li> <li>• The class is a community of learners who work together as good citizens.</li> <li>• Good citizens share responsibilities, follow rules, take turns, share, show respect and kindness to others, and practice self-control.</li> <li>• There are different types of jobs people have in our school.</li> <li>• Rules of the class.</li> <li>• Class jobs.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Stand as a class to recite the Pledge of Allegiance.</li> <li>• Take good care of personal property and respect the property of others.</li> <li>• Recognize people in the school community that can help them.</li> <li>• Develop, read, and follow a simple list of class rules and procedures.</li> <li>• Demonstrate good citizenship skills within the classroom through role-playing and implement skills in real situations</li> <li>• 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.</li> <li>• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>• Begin to make decisions based on their needs, wants, and resources available to them.</li> <li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>
<b>Evidence of Learning</b>
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>• Flag Day Parade: Students study flags in preparation for their participation in the Flag Day Parade.</li> <li>• Bucket-Fillers Sort: Students read a book and learn about “Bucket Fillers” vs. “Bucket Dippers.” Students sort manipulatives to demonstrate their understanding of actions that are kind, responsible, safe, and respectful in school (bucket filling) and actions that are unkind, unsafe, and disrespectful in school.</li> <li>• Class jobs: Students are assigned various jobs in the classroom to help them learn how to be responsible members of the classroom community.</li> </ul>
<b>Resources</b>
<p><b>Suggested Resources:</b></p> <p><a href="http://www.pz.harvard.edu/projects/children-are-citizens">http://www.pz.harvard.edu/projects/children-are-citizens</a></p> <p><a href="https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/">https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/</a></p>