

# Kindergarten Social Studies Curriculum

## Unit 1: Getting Along with Others

Time: September-December

## Standards:

### Essential Questions

- How do actions of individuals and government affect decisions made for the common good?
- How do you make everyone's voice heard when a group is participating in the decision-making process?
- What democratic principles and actions of local, state, and national government were this country founded upon?
- Why are rules and people of authority necessary to keep everyone safe, resolve conflicts and treat people fairly?
- Why should rules and processes be fair, consistent, and respectful of human rights of all people?
- How can certain character traits help individuals become productive members of their community?
- How do I get along with others?
- How do I make friends?
- How do I solve problems with others? Family?

### Enduring Understandings

- I can explain how people play important roles in a community.
- I can describe how communities work.
- I can explain what a government is and how it functions.
- I can ask questions and listen to others.
- I can work together with others.
- I can identify national symbols.
- I can describe why rules and respect are important.
- I can explain why historical symbols are important.
- I can determine what makes a good law.
- I can explain why rules and laws are important at home and other places.
- I can explain how rules and routines are important.
- I can explain why teachers, community leaders and other adults have the responsibility to make rules fair, consistent, and respectful.
- I can describe why important individuals have responsibilities in society.
- I can describe how characteristics can help individuals collaborate and solve problems.
- I can explain how to make others feel accepted.
- Families are a group of people who care about each other.
- Families are different (big, small, with different types of members).

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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## Benchmark Assessment(s)

- SWBAT make a class paper quilt, illustrating national, historical symbols and collaboratively work in groups on what they have learned about respectful, compassionate, and responsible behavior. 6.1.2.CivicsPD.1, 6.1.2.CivicsPD, 6.1.2.CivicsDP.1, 6.1.2.CivicsDP.2, 6.1.2.CivicsDP.3
- SWBAT create a classroom list of rules to be followed; incorporating school rules into their understanding. 6.1.2.CivicsPI.4, 6.1.2.CivicsPI.5, 6.1.2.CivicsPR.1, 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3, 6.1.2.CivicsPR.4,
- SWBAT establish classroom jobs and performs their duties. 6.1.2.CivicsCM.1, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3

## Other Assessments

- ✓ Participation in class discussions
- ✓ Observation of students completing assignments

## Materials

- TCI
- Paper and crayons
- Anchor Charts
- Puppets/Dolls
- Posted Rules
- Books:
  - Gingerbread Friends by Jan Brett
  - Enemy Pie
  - Stick and Stone
  - The Rainbow Fish
  - The Sandwich Swap
  - Peanut Butter and Cupcake
  - My Friend is Sad Mo Willems
  - How Do Dinosaurs Play with Their Friends?
  - How Do Dinosaurs Go to School?
  - We Are Best Friends
  - No David!
  - Fruit Salad Friends
  - Chrysanthemum
  - Fancy Nancy- Tea for Two
  - Each Kindness Jacqueline Woodson
  - Beekle-The Unimaginary-Friend Dan Santat
  - Strictly No Elephants
  - The Happiest Hippo in the World
  - Our Class is a Family

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## SUGGESTED ACTIVITIES

- Read No David! and discuss. Complete chart with pictures of good choices and poor choices. (Classroom Behavior)
- Read Our Class is a Family. Discuss the importance of being treated fairly and with respect.
- Read Fruit Salad Friends. Make fruit salad-don't add the rotten banana!
- Recite the Pledge of Allegiance and discuss its importance. Talk about the significance of the American Flag.
- Recite classroom rules. Discuss what rules are and other rules in our community and country.
- Use puppets to practice taking turns in conversation- having one puppet talk and one puppet listen.
- Children look at photographs and give a thumbs up or thumbs down if the children are getting along.
- Move around the school different place to use different voices appropriately (i.e. library-quiet voices, outdoors-loud voices, classroom-medium voices)
- With students, create rules for good listening: (i.e. Face the speaker. Listen carefully.)  
Sing Hickety-Pickety Bumblebee- name recognition and syllables.
- Create rules for taking turns on a chart paper.
- Listen to a story and stop to discuss what the children could be doing to solve their problems.
- Have friendship stations where students draw a picture together, students have to build a tower together, and children have to read a book together.
- Complete a journal drawing and writing about one of their friends and something they do together.
- Practice Name Recognition of peers by playing Chicka Chicka Boom Boom Look Who's in Our Room, or Who Stole the Cookie from the Cookie Jar
- Practice Morning Greetings with students and have them shake hands while saying a greeting and looking at the other person, then having it reciprocated
- Play whole class games such as "Who's Missing" where one student is chosen to Guess, another student hides, and then the Guesser looks to see who is missing.
- Summer Homework: Create a page for class book with pictures, stickers, etc. about self. Present to class on the first day of school.
- Same vs. Different- compare and contrast peers' physical traits
- Play Me Too! Game- students sit in a circle, and one student at a time shares something s/he likes or cares for and any other student that also likes that stands up and says "Me Too!" (i.e. I like chocolate ice cream.)
- Play feeling charades- the teacher whispers to a student what feeling to show the class and how s/he could use his/her body and facial expressions to express a certain emotion. Peers try to guess the correct name of the feeling.
- Watch Daniel Tiger's Feeling Song-<https://www.youtube.com/watch?v=woVQIJVnoxU>

## REINFORCEMENT

- Review vocabulary: introduce, get along, problem, solve, rules.
- Pre-read and discuss titles of lessons before going into the lesson content.


## ENRICHMENT

- Students use puppets and the puppet theater to create their own "play" of a conflict and show the puppets going through the steps to resolve their problem.
- Write or draw about a problem s/he once had and how s/he resolved it.

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- Students think about special talents they have and share with the class through pictures and/or dictation for the teacher to write.
- Make a graph of student feelings titled: How Did I Feel About Coming to School This Year? Students put their name on a post-it and put it above the correct feeling. Discuss graph results.
- Draw a self-portrait in September and again in May and discuss differences.
- Make a class graph of how many family members we have. Discuss graph results.
- Make “family flags” by dividing a triangle into 3 sections. The first section is fun, the second work and the third love. Children draw pictures illustrating what their family does for fun, what work they do together and how they show love. Then the teacher writes down a few words about each picture.

## Suggested Websites

- [www.brainpopjr.com](http://www.brainpopjr.com)
- <https://www.scholastic.com/teachers/articles/teaching-content/can-we-be-friends/>
- Blog on building relationships:  
<https://www.scholastic.com/teachers/blog-posts/sandy-carrillo/17-18/building-relationships---making-new-friends/>
- Elmo video on friends (15min)  
<https://www.youtube.com/watch?v=shxYOwr7ZK8>
- Friends song from Sesame Street:  
<https://www.youtube.com/watch?v=XFFxA7ytucY>
- Daniel Tiger <https://www.youtube.com/watch?v=IELCr6QFIAC>
- Video about Rules-Scholastic (4 minutes)
-  Name That Rule

## Suggested Materials

- Smartboard
- Pocket Charts and index cards for graphs
- Daniel Tiger episodes (youtube.com or Amazon Prime)

## Cross-Curricular Connections

21<sup>st</sup> Century Skills: CRP4. Communicate clearly and effectively and with reason

Social and Emotional Learning: Recognize one's feelings and thoughts.

Math K.MD.B.: Classify objects and count the number of objects in each category.

Career Readiness:

9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

Date of BOE Approval:

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Unit 2: My World		Time: January-March	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How can the environment influence how and where people live?</li> <li>How do global interconnections occur between human and physical systems across different regions of the world?</li> <li>How do individuals make decisions based on their needs, wants, and availability of resources?</li> <li>How does understanding the past help to make sense of the present?</li> <li>How does understanding and respecting the views of others help one learn about various perspectives, thoughts, and cultures?</li> <li>Why does history involve stories of the past?</li> <li>How is everyone's voice heard when all members are involved in the decision making process?</li> <li>How do global interconnections occur between human and physical systems across different regions of the world?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>I can explain how seasonal weather changes, climate and other environmental factors affect people's lives.</li> <li>I can explain why and how people, goods, and ideas move from place to place.</li> <li>I can use technology to understand the culture and physical characteristics of regions.</li> <li>I can explain the difference between needs and wants.</li> <li>I can make an inference about how the past can affect our current lives.</li> <li>I can describe and use examples of how stereotyping and prejudice can lead to conflict.</li> <li>I can give an example of how regional folklore, etc. can contribute to the development of culture's history.</li> <li>I can bring awareness to local issues and recommend change.</li> <li>I can investigate a global issue and share information on how it impacts different regions of the world.</li> </ul>	6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. 6.1.2.Econ.ET.1: Explain the difference between needs and wants. 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
<b>Benchmark Assessment(s)</b> <p>SWBAT discriminate Wants and Needs by finding pictures from the computer of wants and needs and pasting them on a paper divided in half, pre-labeled Wants on one side and Needs on the other side. Students then circle one of the Wants that may be more expensive and may require long-term saving for the item. Students should have at least 3 pictures on each side. 6.1.2GEOGI.1, 6.1.2GEOGI.2, 6.1.2EconET.1, 6.1.2HistoryCC.3,</p> <p>SWBAT explain the migration of the monarch butterfly through various activities. 6.1.2GEOHE.1, 6.3.2CPD.1, 6.3.2GEOGI.1</p>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Participation in class discussions</li> <li>✓ Observation of students completing assignments</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>• TCI</li> <li>• Chart paper for anchor charts</li> <li>• Computers</li> <li>• Paper or journals</li> <li>• Books: <i>Johnny Appleseed: My Story</i></li> </ul>

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SWBAT explain the folklore of Johnny Appleseed and how it contributed to the development of our culture's history. 6.1.2HistorySE.1

Gotta Go, Gotta Go  
Magnificent Monarchs  
Spending and Saving by Mary Hill  
Curious George Saves His Pennies  
Berenstain Bears: Trouble With Money  
Alexander, Who Used to Be Rich Last Sunday  
The Pigeon Wants a Puppy  
The Ducklings Gets a Cookie  
Don't Let the Pigeon Stay Up Late  
If You Give a Mouse a Cookie  
If You Give a Moose a Muffin  
Bunny Money by Rosemary Wells  
Benny's Pennies  
One of the Winged Wonders of the World

## SUGGESTED ACTIVITIES

- Make a piggy bank from an empty container and paint it.
- 100<sup>th</sup> Day Penny Collection Project
- Invite a banker to come in and speak to the children (First Hope sometimes gives free piggy banks)
- Make a class list of wants and needs for our classroom.
- Read Pigeon Wants a Puppy. Make a class chart of Pigeons Needs and Wants.
- Learn about different coins from starfall.com website or books and then do rubbings with each coin using paper and crayons to see the impressions
- Set up a Store center for students to practice buying and selling items and deciding if it is a Want or Need
- Using photographs, students identify food, clothing, and shelter.
- Students draw a picture of how their family meets their needs. (Illustrations should include a home, food, and clothing on a family member)
- Write a holiday Want List and a holiday Need list in which they list things they would love to have and things they need
- Have a holiday book exchange.
- Host a toy drive or participate in one. Students bring in gently used toys that they no longer want for other children. (WANT)
- Participate in Souper Bowl for Caring. A canned food drive to support local food pantries. (NEED)
- Read If You Give a Mouse a Cookie. As a whole class list the mouse's needs.
- Asian American and Pacific Islander contributions.
- Black History Month, Women in History, Latinx Heritage Month lessons
- Read Books about Martin Luther King Jr. Discuss the civil rights movement changes that were made as a result.

## REINFORCEMENT

- Preview vocabulary: needs, wants, shelter
- Bring in actual items for children to sort into 2 hula hoops (wants and needs)

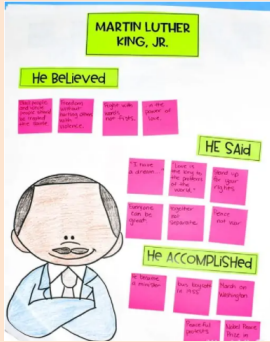
## ENRICHMENT

- Find images in books or magazines or locate digital images of people meeting their needs .
- Create a story in which a character meets all their needs.
- Make a map of the US and Mexico.

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- Read Books about Martin Luther King Jr. and make an anchor chart about his accomplishments.



## Suggested Websites

- [www.brighthubeducation.com/pre-k-and-k-lesson-plans/46534-kindergarten-economics-with-corduroy/](http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/46534-kindergarten-economics-with-corduroy/)
- <http://financeintheclassroom.org/passport/kindergarten/>
- Needs and Wants brainpopjr video:  
<https://jr.brainpop.com/socialstudies/economics/needsandwants/>
- Saving and Spending brainpopjr video:  
<https://jr.brainpop.com/socialstudies/economics/savingandspending/>
- Berenstain Bears Wants and Needs video 6 min  
[https://www.youtube.com/watch?v=xhR4VtfgNWU&list=PL2bKpf\\_mrVixIS1f87P3oRISGtMvFhG1l](https://www.youtube.com/watch?v=xhR4VtfgNWU&list=PL2bKpf_mrVixIS1f87P3oRISGtMvFhG1l)

## Suggested Materials

- Daniel Tiger video: Friends Help Each Other (clip on youtube or use Amazon Prime)

## Cross-Curricular Connections

21<sup>st</sup> Century Skills CRP1. Act as a responsible and contributing citizen and employee.

Social and Emotional Learning: Relationship Skills: Establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Career Readiness:

9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

Language Arts SL.K.1A Follow agreed-upon rules for discussions (i.e. listening to others and taking turns speaking about the topics and texts under discussion.)

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Unit 3: Map Skills		Time: April-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How do you use maps to identify features?</li><li>• Why are maps created?</li><li>• What are different properties on maps and globes?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can use a map to identify its features.</li><li>• I can describe what specific maps are for and use them.</li><li>• I can identify and describe properties on a map and globe</li></ul>	<p>6.1.2.Geo.SV.1: Use maps to identify physical features (continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (fire drill, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (title, legend, etc.)</p>	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT create a map of the classroom and include 6.1.2Geo.SV.2</li><li>➤ SWBAT create a map of Candand, USA, and Mexico and using blue to denote water and different colors for land/countries. 6.1.2Geo.SV.1, 6.1.2GeoSV.3</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Participation in class discussions</li><li>✓ Observation of students completing assignments</li></ul>	
		<b>Materials</b> <ul style="list-style-type: none"><li>• Maps</li><li>• TCI</li><li>• Smartboard</li><li>• Globes</li><li>• Map Puzzles</li><li>• Atlases</li><li>• Rug Map, cars</li><li>• Wooden Toy Train set</li><li>• Recycled materials/paper plates</li><li>• Books:<ul style="list-style-type: none"><li><u>Mapping Penny's World</u></li><li><u>Town Mouse, Country Mouse</u></li><li><u>Me on the Map</u></li></ul></li></ul>	

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*Rosie's Walk by Pat Hutchins*

## SUGGESTED ACTIVITIES

- Examine a fire drill map and practice exiting.
- Look at maps (Google) and show routes to home from school.
- Use a globe to identify oceans aSet up a Map Center where students can look through different maps (Map of Land of Make Believe, Map of the school, World Maps, US map, etc.), and create their own maps and models of towns using recycled materials.
- Send home a record sheet for student families to record all the states and/or countries visited. In class, place student pictures or names on those places to display "Place We Have Visited"
- Students use puffy paint to paint the Earth green/brown and blue to represent land and water.
- As a whole class, make a map of the classroom on the Smartboard or chart paper.
- As a whole class, review the fire safety route map.
- After reading Rosie's Walk, students make a sequenced picture book that shows where Rosie went on her walk. (i.e. Rosie walked across the yard, around the pond, past the mill, etc.)
- After finding Ireland on a world map for St. Patrick's Day, students make an island with green clay and put it on a blue painted paper plate with Ireland's flag. See [www.littlegiraffes.com](http://www.littlegiraffes.com)
- After reading Town Mouse, Country Mouse, students draw a picture of their own home and write My home in Knowlton, New Jersey, USA.
- Use pre-cut shapes from construction paper to create a house. After an adult writes the student's address on it, students practice memorizing addresses.
- Postcard Exchange- students will help compose a letter to paste on a NJ postcard. Students will sign 2-3 postcards and send. As postcards arrive back by mail, add a sticker to a wooden map.
- Play Simon Says using cardinal directions.
- Use google earth on the Smartboard to locate different places and see them from "Bird's Eye View"
- Sing a song for students to learn the oceans and continents. See Suggested Websites
- Read "The Berenstain Bears: New Neighbors" by Jan & Stan Berenstain. Discuss why it is important to be accepting of people who are different from you. Also discuss how we can stand up against prejudice and bullying. (Holocaust Commission Lesson)nd continents
- Create a treasure hunt and students create and map out how to find their treasure.

## REINFORCEMENT

- Preview vocabulary: continent, ocean, mountain, legend, map key, title.
- Review vocabulary, especially names of town, state, and country
- Use Google Earth to show how we "zoom in" to identify a smaller region such as a state, then town, then road, etc.
- Use a road/train map rug and play with students while using content language and vocabulary

## ENRICHMENT

- Create a community map including rivers and mountains.
- Using digital tools or Atlases, students explore different map projections
- Students research how the land used to look and compare the change of the continents.
- Students create their own treasure hunt for peers providing a map and written directions.
- Practice the correct spelling for Knowlton and New Jersey.

## Suggested Websites

- Brainpopjr-Rural, Urban, Suburban:  
<https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/>
- Brainpopjr-Continents and Oceans  
<https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>

## Suggested Materials

*From Here to There* by Margery Cuyler  
*Harry's Home* by Catherin Anholt  
*My Country 'Tis of Thee* by Scholastic  
*There's a Map on My Lap* by Dr. Seuss

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- Brainpopjr-Homes <https://jr.brainpop.com/socialstudies/communities/homes/>
- Brainpopjr-Reading Maps <https://jr.brainpop.com/socialstudies/geography/readingmaps/>
- Youtube-Ocean song <https://www.youtube.com/watch?v=X6BE4VcYngQ>
- Map Maker <https://www.pinterest.com/pin/50693650180167025>

## **Cross-Curricular Connections**

*Social and Emotional Learning- Responsible Decision-Making: Identify the consequences associated with one's actions in order to make constructive choices.*

*Career Readiness:*

*9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job*

*9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).*

*9.4.2.Cl.2: Demonstrate originality and inventiveness in work*

*9.4.2.DC.1: Explain differences between ownership and sharing of information.*

*9.4.2.DC.2: Explain the importance of respecting digital content of others.*

*Language Arts: SL.K.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.*

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