

Kindergarten Social Studies Curriculum

Revised 7/6/2022

Chapter 1: Learning and Working Together

(6.1.2.CivicsPI.1-6; PD.1-2; PR.1-4; CM.1-3)

Objectives:

- ❖ Identify ways children act in school.
- ❖ Recognize why people share and make good choices.
- ❖ Analyze what it means to take turns.
- ❖ Recognize why people cooperate.
- ❖ Identify ways of sharing.
- ❖ Identify and solve problems.
- ❖ Identify a problem and a solution.
- ❖ Recognize ways in which to solve problems.
- ❖ Recognize why we need rules and laws.
- ❖ Know the consequences of breaking laws.
- ❖ Identify rules at school.
- ❖ Identify community laws.
- ❖ Identify leaders who make rules.
- ❖ Describe the leaders in my home.
- ❖ Explain how a government keeps a community safe.
- ❖ Recognize what makes a good citizen.
- ❖ Recognize that all people should be treated fairly.
- ❖ Identify how good citizens help solve problems.
- ❖ Recognize what a responsibility is.
- ❖ Identify what makes a good citizen.
- ❖ Identify how good citizens are responsible and help others.
- ❖ Distinguish fact from fiction.
- ❖ Identify facts and details in stories and other texts.

Extended Activity:

Have children illustrate rules and laws they follow at home, at school, and in their community. Help them write a phrase or sentence under each picture.

In pairs, have Child A say what a leader does. Child B guesses the name of the leader. Give an example: A: He or she helps me when I am sick. B: A nurse!

Gifted and Talented Activity:

Have pairs write “fact” and “fiction” on index cards. Have one partner hold the cards while the other partner says a fact or fiction statement. The child holding the cards identifies whether the statement is fact or fiction by showing the card that says “fact” or showing the card that says “fiction.” Then they switch. The other partner holds the cards while the child says a fact or fiction statement.

Chapter 2: National and State Symbols

(6.1.2DP.1-3)

Objectives:

- ❖ Recognize that we all live in a country: The United States of America.
- ❖ Recognize that we all live in a state: New Jersey.
- ❖ Recognize the American flag, what it looks like, and what it represents.
- ❖ Identify important national symbols that represent the US.
- ❖ Identify the national song of the US, why it was written, and what it represents.
- ❖ Recognize and identify several important songs of our country.
- ❖ Learn the kinds of information we can get from images.
- ❖ Ask and answer questions about images.
- ❖ Identify flags as important state symbols.
- ❖ Identify other important symbols that represent the state of NJ.
- ❖ Name different heroes from American history.
- ❖ Identify why specific people from history are remembered as heroes.
- ❖ Identify national holidays that celebrate specific people.
- ❖ Recognize that we have many holidays to remember events from the past.
- ❖ Identify the cause and effect of a particular event.

Extended Activity:

Invite children to say or write a sentence about each symbol. Record their responses on sentence strips, and randomly distribute the strips to the class. Have children read the strip they are given and then say something else about the symbol.

Invite children to draw a picture of an action or scene of some kind. On the back of the paper, have them write a sentence about the picture. Then, have children take turns showing their pictures to the class. Ask the class to predict what the sentences say.

Gifted and Talented Activity:

Challenge children to think of and name other American heroes from a long time ago. Record their responses on the board. Have children share anything they know about these people.

Chapter 3: Work Now and Long Ago

(6.1.2EconET.1-5; EM.1-3)

Objectives:

- ❖ Explore potential jobs for later in life.
- ❖ Explain the reasons why people work.
- ❖ Explore the differences between needs and wants.
- ❖ Recognize that people make money through their job to provide the things they need and want.
- ❖ Recognize the difference between costs and benefits.
- ❖ Use a chart to compare costs and benefits.
- ❖ Identify the importance of a child's job at school.
- ❖ Recognize the role and purpose of jobs at school.
- ❖ Analyze visuals and identify important information.
- ❖ Name familiar community helpers.
- ❖ Identify many of the jobs in a community and understand their purpose.
- ❖ Discuss making and selling things.
- ❖ Compare and contrast jobs long ago and jobs today.
- ❖ Recognize that tools make some jobs faster, as well as how some tools have changed over time.
- ❖ Compare and contrast life long ago and today.
- ❖ Identify the main idea in a story or paragraph.
- ❖ Identify the supporting details in a story or paragraph.

Extended Activity:

Invite pairs of children to draw pictures that show needs and wants they have at home and at school. Encourage them to write a caption for each picture. Discuss why children chose the items they drew.

Have children choose one worker discussed in this lesson. Have them draw a picture of this person at work. Help children write a simple sentence detailing what the person does. Then, have children compare and contrast their drawings and sentences.

Gifted and Talented Activity:

Have children draw workers and then draw the tools that workers would use. Encourage them to add labels if they are able.

Ask children to work in pairs. Give each group a sentence strip with a main idea on it. For example: My new puppy is cute. or Winter is a great season. Next, ask each pair to come up with at least three details to support the main idea. In relation to the sentence about the puppy they could say: He has the sweetest little freckles on his nose. He has super long eyelashes. He is so fluffy!

Chapter 4: Geography of the Neighborhood

(6.1.2CivicsPR.1-4; GeoSV.1-4)

Objectives:

- ❖ Compare and contrast the relative locations of people, places, and environments.
- ❖ Recognize several different location words.
- ❖ Realize that places and their relative advantages and disadvantages, can change over time.
- ❖ Recognize what a globe represents and how to use one.
- ❖ Recognize what a map represents and how to use one.
- ❖ Recognize that maps have symbols that represent real things.
- ❖ Identify different parts of a map and what information they show.
- ❖ Describe the absolute location of a place using an address.
- ❖ Recognize that people live in neighborhoods.
- ❖ Identify different ways people get from place to place.
- ❖ Recognize that traffic rules keep us safe.
- ❖ Identify different traffic rules and how they keep us safe.
- ❖ Realize that places have changed over time.
- ❖ Identify resources that were used long ago.
- ❖ Identify resources that are used today.
- ❖ Recognize why it is important to keep resources safe.

Extended Activity:

Display photographs of places shown on a globe, and write their names on sticky notes. Using the classroom globe, have children locate the places and mark them on the globe with the sticky note.

Have children list five classroom items and decide on a symbol to represent each one. Then invite them to draw a map of their classroom that includes these items.

Invite children to draw a map of an imagined place. Remind them to include symbols and other details. Then have them trade maps with a partner and think of at least three questions they can ask and answer about the map.

Gifted and Talented Activity:

Ask children to think of another place that could possibly change over time. Prompt them with ideas, if necessary, such as a suburban area becoming built up, or a factory setting becoming home to parks and houses.

Provide each child with two pieces of paper. On each piece of paper, have children draw a picture of their home. Underneath the picture, have children write a phrase or sentence about where in the neighborhood it is located. On the other piece of paper, have children draw a picture of another place and write a sentence about its location in the neighborhood.

Chapter 5: Time and Chronology

(6.1.2.HistoryCC.1-3)

Objectives:

- ❖ Identify past, present and future, in relation to time.
- ❖ Use the words past, present and future to talk about time.
- ❖ Compare and contrast something from the past, present and future.
- ❖ Differentiate between night and day.
- ❖ Identify clocks and calendars are tools that measure time.
- ❖ Identify that time can be measured in hours, days, weeks, months, and years.
- ❖ Recognize that a timeline shows the order in which things happen.
- ❖ Use a timeline to determine the order of events.
- ❖ Recognize that weeks and months are another way of measuring time.
- ❖ Identify a week as a length of time that is seven days long.
- ❖ Identify a month of time that is about four weeks long.
- ❖ Identify the concept of a year that is 12 months long.
- ❖ Identify a decade as a length of time that is ten years long.
- ❖ Identify a generation as a length of time that spans more than one decade.
- ❖ Identify a century as 100 years long.
- ❖ Identify weather and how it changes throughout the year.

- ❖ Recognize that weather changes according to the location.
- ❖ Use describing words to talk about the weather.
- ❖ Name the seasons.

Extended Activity:

Write out the days of the week on strips of paper and scramble them up. Have children put them in proper sequence starting with Monday.

Invite children to draw a picture of themselves several decades from now. Provide context as needed. For example, ask: What might you look like when you are your parents' age? Grandparents' age? Have them write one to two sentences describing what it is like to be several decades older.

Gifted and Talented Activity:

Ask children to write one complete sentence each about things they did or will do in the past, present, and future.

Provide children with a blank timeline. Have them draw four events that happened this month and add words. Ask them to describe each event, beginning the sentences with words such as first,next, then, and finally.

Chapter 5: Learning About the Past

(6.1.2.HistoryCC.1-3; UP.1-3)

Objectives:

- ❖ Recognize the meaning of history.
- ❖ Compare and contrast life long ago and life today.
- ❖ Analyze visuals and identify important details.
- ❖ Identify three Americans in history.
- ❖ Compare and contrast the lives of three individuals from history.
- ❖ Identify different ways people have helped the United States to grow.
- ❖ Recognize the meaning of several American holidays.
- ❖ Identify the people and events that specific holidays celebrate.

Extended Activity:

Play a "Who Am I?" game. Have children take turns saying a clue about one of the people from this lesson. You may also read about other explorers, heroes, and volunteers not mentioned in this lesson.

Encourage children to complete additional research from sources available in the classroom or the Library Media Center to add facts about the subject they chose beyond what appears in the Worktext.

Gifted and Talented Activity:

Have children independently create pairs of picture cards, one showing an action from the past, and another showing how that action is accomplished today. Children can pair up and try to guess from the first picture card what the second picture card will show.

Display pictures of different holidays. Have children write one or two sentences describing each picture. If needed, provide sentence strips for children to complete.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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|---|--|--|--|---|--|---|---|---|--|
| X | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action: <i>Climate Change</i> |
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