

Kindergarten Social Studies

Content Area: **Social Studies**
Course(s): **SOCIAL STUDIES-K**
Time Period:
Length: **N/A**
Status: **Published**

COVER

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Kindergarten

Course Number: 4050

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Course Adoption: 4/21/1986

Curriculum Adoption: 8/26/1993

Course Overview

The Kindergarten Social Studies curriculum introduces students to four main ideas: history, geography, economics, and government. Students also explore concepts such as "now and long ago," "near and far," and "community helpers." Students in this required course meet for 60 minutes each week.

Unit I: The Importance of Rules

Essential Theme: Rules are important in the home, classroom, and community.

Essential questions: Why is it important to follow rules? Why is it necessary to have rules in the home, school, and community?

Unit II: All About Me

Essential Theme: We should learn our names, our different emotions, how to take care of ourselves (e.g. brushing teeth, washing hands), and that all of us are special.

Essential question: What makes you special, different, and unique?

Unit III: Families

Essential Theme: Families are made up of people who love us.

Essential question: How are families similar and different?

Unit IV: School as a Social Unit

Essential Theme: Positive student behavior leads to a positive school climate.

Essential Question: How can I help create a positive school climate?

Unit V: Neighborhoods

Essential Theme: A neighborhood is a place where people live, work, and play.

Essential Question: What is a neighborhood? How am I an important part of the neighborhood?

Unit VI: Community Helpers

Essential Theme: Many people contribute to a successful community. People working in many different jobs help members of a community.

Essential question: What is a community helper and how do they help us?

Unit VII: Seasons and Holidays

Essential Theme: There are four seasons and weather conditions commonly associated with each one. People celebrate different holidays throughout the year.

Essential question: What are the four seasons? What holidays does your family celebrate during each season?

Unit VIII: Geography

Essential Theme: Maps are used to represent different places.

Essential question: What is a map? Why do people use maps?

Textbooks and other resources

Students use age-appropriate, leveled texts. They use both fiction and nonfiction works.

Standards

LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
SOC.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.
SOC.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.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.

SOC.6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
SOC.6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
SOC.6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
SOC.6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
SOC.6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
SOC.6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
SOC.6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
SOC.6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
SOC.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).
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Grading and Evaluation Guidelines

Students are evaluated throughout each quarter. Oral and written assessments, projects, and class activities are all taken into account when determining the degree to which a student is meeting the the NJ Social Studies curriculum standards. Course content and pedagogy are reviewed by teachers and administrators throughout the year.

Other Details

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