

Kindergarten Social Studies

Unit One Unit Title: All about me	
<p>Essential Questions</p> <ul style="list-style-type: none"> • Who am I? • What does it mean to be a member of a classroom community? • Why do we need rules? • Why do we need leaders to make decisions? • What is fairness? • How can we solve problems in our classroom or family? • How can I make my classroom a better place? 	<p>Enduring Understandings / Content Statements:</p> <ul style="list-style-type: none"> • Each person is a special individual with unique qualities. • Our classroom is a community made up of many unique individuals, and we come together to help each other learn. • Classroom rules help us to stay safe and maintain order in our classroom so that we can learn and grow. • Parents and teachers exercise authority to help resolve disputes and ensure that everyone is treated fairly. • Students help everyone learn in the classroom when they treat everyone with respect.
<p>NJSLS Correlations:</p> <p>6.1.4.A.1: Explain how rules and laws...protect the rights of people, help to resolve conflicts and promote the common good.</p> <p>6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels...</p> <p>6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	
<p>Sample Assessment / Targeted ELA Common Core:</p> <p>After reading and discussing lessons about authority and responsibility, students draw a picture or make up a story demonstrating responsibilities to self and others and either write or orally explain why they have these responsibilities and what they like and do not like about their responsibilities.</p> <p>Common Core ELA standards:</p> <ul style="list-style-type: none"> R1.K.1 Ask and answer questions about key details in text. R1.K.2 Identify the main topic and retell key details of a text R1.K.3 Describe the connection between two individuals, events, ideas or pieces of information in a text R1.K.4 Ask and answer questions about unknown words in a text R1.K.10 Actively engage in group reading activities with purpose and understanding 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. SL.K.1 Participate in collaborative conversations with diverse partners. 	

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SL.K.1.2 Confirm understanding of text read aloud or information presented orally by asking or answering questions

SL.K.4 Describe familiar people, places, things and events.

SL.K.5 Add drawings or other visual displays to descriptions.

SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.

Content / Focus Questions:

Who am I?

- How am I special?
- How am I the same as others?
- How am I different?

How should I treat others?

- How can we accept ourselves as we are?
- How can we accept others who may be different from us?
- How can I show respect for others?

What are my responsibilities to myself and others?

- What are responsibilities?
- How do we get responsibilities?
- Why do I have responsibilities?
- What are my responsibilities to myself, my family and others in my community?
- What are the rewards and consequences of making decisions/choices?
- How can we share toys, games and other private and community property?

Why do we need rules?

- What are rules?
- Why do we need rules?
- Why do we need someone in authority to make decisions?
- How can I make my classroom a better place?

Sample Activities and Resources :

- *The Ugly Duckling* (Hans Christian Anderson—many version, Caldecott Honor, 1999 has best images)— Self awareness and self-confidence.
- *I'm Like you, You're Like Me* (Gainer, 1998)—How we are all similar and different and why it is important to respect and appreciate the differences.
- *Foundations of Democracy: Orb and Effy Learn about Authority The Zookeeper Learns about Responsibility, Jessica Fish Learns about Privacy* (Center for Civic Education, 1999)

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Unit Two Unit Title: Cultural identity	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a family? Why is it important? • How is my family similar and different from other families? • How are families alike and different (needs, homes, foods, clothes, games)? • How do family members (around the world) help take care of one another? • How is our classroom a diverse place? • Why should we celebrate diversity? • What are the holidays that we celebrate? Why do we celebrate them? • How are events connected (sequences)? • How have I changed over time? 	<p>Enduring Understandings / Content Statements:</p> <ul style="list-style-type: none"> • Families are small groups of people that love and care for each other. • We are part of our families and communities. • Our perspectives are influenced by our cultural backgrounds and our experiences. • Some of our cultural backgrounds are similar and some are different. • We live in an interconnected in the world. • Our symbols, monuments and holidays reflect our cultural identity. • It is important to understand the perspectives of individuals with different cultural backgrounds and experiences. • We and everything around us changes over time.
<p>NJSLS Correlations:</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community...challenges.</p> <p>6.1.4.D.17: Explain the significance of symbols, monuments, and holidays...</p> <p>6.1.4.D.18: Explain how an individual’s beliefs, values and traditions may reflect more than one culture.</p> <p>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with diverse cultural or individual perspectives.</p> <p>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	
<p>Sample Assessment / Targeted ELA Common Core:</p> <p>Students prepare a visual book of photos of themselves over time from birth to current day and explain orally how they have changed over time. Alternatively, students draw pictures of their families and explain how the members of their family influence them.</p> <p>Common Core ELA Standards:</p> <p>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.</p> <p>W.K.3 Use a combination of drawing, dictating and writing to narrate ...several events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 Recall information from experiences or gather information from...sources (family) to answer a question.</p>	

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- SL.K.4 Describe familiar people, places, things and events.
- SL.K.5 Add drawings or other visual displays to descriptions.
- SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.

Content / Focus Questions:

What is a family and why is it important?

- What is a family?
- Who am I in my family?
- Why is your family important to you?
- How do families help each other?

Different families and cultures

- How are families alike and how are they different from each other (food, homes, games, etc.)?
- What is my personal history and how does it influence who I am?
- How does my culture and history, and that of my family affect what I think and do?

Cultural identity, Symbols and Holidays

- How and why are certain holidays celebrated at your home?
- What holidays do we celebrate in the United States?
- What is the significance of symbols?

Appreciating Diversity

- Why is it important to understand and appreciate differences among people and cultures?
- How is our classroom a diverse place?

Change over time

- What is time?
- How do we tell time?
- How do we tell what day, month and year it is?
- How do we use a calendar?
- How have I changed over time?
- How has my family changed over time?

Sample Activities and Resources :

- Draw a picture of your family. Discuss why your family is important.
- Talk about other families, how they are different than your and how they are the same.
- Have students discuss holidays in their homes and bring in symbols of holidays to share with the class.
- Sequence a story in order of time (what happened first, second, third, etc.)

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Unit Three Unit Title: Needs and Wants	
<p>Essential Questions</p> <ul style="list-style-type: none"> • What do my family and I need to survive? • What is the difference between needs and wants? • What are resources? • Where does my food come from (production)? • How do we obtain what we need? • What is scarcity? • What are my responsibilities for sharing limited resources? 	<p>Enduring Understandings / Content Statements:</p> <ul style="list-style-type: none"> • We all have needs. • There are many things that we want. • Needs are not the same as “wants”. • Natural resources, such as air and water, exist in nature. • Human resources are the skills that human have and can use (such a farming, driving, cooking, writing, selling, etc.). • Food is grown in the soil or raised. • We satisfy our needs and wants by using natural resources, growing food, making clothing , bartering and earning money to buy what we need or want. • When there is not enough of something, there is a “scarcity”. • When there is a scarcity (toys, games, food, books, etc.), we find fair ways to share.
<p>NJSLS Correlations:</p> <p style="margin-left: 40px;">6.1.4.C.2: Distinguish between needs and wants...</p> <p style="margin-left: 40px;">6.1.4.C.5: Explain ...production</p> <p style="margin-left: 40px;">6.1.4.C.10: Explain the role of money...in individuals’ lives</p> <p style="margin-left: 40px;">6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p>	
<p>Sample Assessment / Targeted ELA Common Core:</p> <p>Students draw chart of how an item of food they eat on a regular basis gets to them.</p> <p>Common Core ELA Standards:</p> <ul style="list-style-type: none"> 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.3 Use a combination of drawing, dictating and writing to narrate ...several events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.8 Recall information from experiences or gather information from provided sources to answer a question. SL.K.4 Describe familiar people, places, things and events. SL.K.5 Add drawings or other visual displays to descriptions. SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly. 	
<p>Content / Focus Questions:</p> <p style="margin-left: 40px;">What are Needs and Wants?</p>	

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- What do my family and I need to survive?
- What is the difference between needs and wants?

How do we get what we need?

- What resources exist naturally (such as air and water)?
- What resources do we produce (such a food and clothing)?
- What resources might we exchange or barter (taking care of a pet or getting good grades in exchange for a treat)?

Where does my food come from? Production

- What are services?
- What is an exchange?
- How are goods and services produced and exchanged?

What is scarcity and what are my responsibilities for sharing limited resources?

- How does the game of Musical Chairs demonstrate scarcity?
- What problems arise when there are not enough chairs, paper, games, books, or other classroom items for everybody?
- Why is scarcity a problem?
- What are my responsibilities for sharing limited resources?

Sample Activities and Resources :

- *Econolink online lessons from the Council for Economic Education:*
- *For a lesson about scarcity go to <http://www.econedlink.org/lessons/index.php?lid=1030&type=educator>*
- *A New Coat for Anna* by Harriet Ziefert (1988) with a lesson available at the EcoEdLink <http://www.econedlink.org/lessons/index.php?lid=699&type=educator>
- *Old MacDonald Went to Trade.* Students sing the familiar tune, “Old MacDonald Had a Farm.” What goods on the farm and services might Farmer MacDonald have provided or wanted? Write two new verses for the farm identifying a good or a service. Draw pictures of the goods and services and trade them for goods and services that other farmers in the class want to trade. (W.K.2-3, 8, SL.K1, 3))
- *An Orange in January* (Aston) or *The Tortilla Factory* (Paulsen.) Have students explain the steps from the plants to the table (RI.K.1-4)
- “That’s Not Fair! How do we Share? Lesson on EconEdLink at <http://www.econedlink.org/lessons/index.php?lid=252&type=educator>

Unit Four

Unit Title: Where in the world am I?

Essential Questions:

Enduring Understandings / Content Statements:

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- Where do I live?
- Where do animals live?
- How do I find places (maps, globes, google earth)

- Space has dimensions.
- Maps and globes are geographic resources to help us identify and find places.
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NJSLS Correlations:

- 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.
- 6.1.4.B.4: Describe how landforms, climate and weather and availability of resources have impacted where and how people live and work
- 6.1.4.B.5 Describe how human interaction impacts the environment...
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources

Sample Assessment / Targeted ELA Common Core:

Access the movie clip of the earth from space at www.pcworld.com/downloads/file/fid,2839-order,1-page,1-c,videoclips/description.html or a still image at www.harmsy.freeuk.com/images/gaia2.jpeg . “Water, water everywhere” (Council for Economic Education) Students identify water and land as examples of natural resources, investigate sources of water and identify some ways in which humans make use of water as an economic resource, specifically for agriculture, transportation and recreation.

Common Core ELA Standards:

- R1.K.1 Ask and answer questions about key details in text.
- R1.K.2 Identify the main topic and retell key details of a text
- R1.K.3 Describe the connection between two individuals, events, ideas or pieces of information in a text
- R1.K.4 Ask and answer questions about unknown words in a text
- R1.K.10 Actively engage in group reading activities with purpose and understanding
- 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.
- SL.K.1 Participate in collaborative conversations with diverse partners
- SI.K.2 Confirm understanding of text read aloud or information presented orally by asking or answering questions

Content / Focus Questions:

How do you find people and places?

- What is a map?
- What is a globe?
- What do you see when you look at a map?
- What do you see when you look at a globe?
- How are they the same? How are they different?

What are landforms and natural resources?

- Where am I in the world?
- Where do we find water on the Earth?
- What major countries and oceans are there in the world?

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- What are natural resources?
- How does weather affect natural resources?

Where do I live?

- How can you identify your town on a map?
- Identify your school and community on google earth
- How do we use different geographic resources?

Who lives here?

- Why do people and animals live in different places?

Sample Activities and Resources :

- Access the movie clip of the earth from space at www.pcworld.com/downloads/file/fid,2839-order,1-page,1-c,videoclips/description.html or a still image at www.harmsy.freeuk.com/images/gaia2.jpeg . “Water, water everywhere” (Council for Economic Education) Students identify water and land as examples of natural resources, investigate sources of water and identify some ways in which humans make use of water as an economic resource, specifically for agriculture, transportation and recreation. (RI.K.1-10; SI.K.1-2)
- *I Read Signs* (Toban, 1987)—book of signs for pre-readers or starting readers. Identify places read about or visited. Students identify traffic signs they have seen, and discuss where they are and what purpose they serve.
- *Over in the Meadow* (Lanstaff, c 1800) traditional poem about animals that live in the meadow (can be sung). Compare the meadow with your city or town (RI.K. 1-10; SL.K.1-3)