

# Mendham Township

## Kindergarten Social Studies Curriculum

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<sup>1</sup> Revised 2018 to align to NJSL

## **Philosophy**

Social Studies is a broad subject area that includes all the disciplines considered to be part of the social sciences. The ability to participate as an informed citizen is primary to the continued progress of one's community: local, national, and international. This social studies program endeavors to provide our students with interactive experiences that integrate the content of the various social science disciplines: geography, history, economics, political science, anthropology, and sociology. It is designed to help students develop an appreciation for the values and processes of our own democratic political system as well as to develop an understanding and acceptance of the different perspectives that have created systems other than our own. An emphasis upon critical thinking is designed to empower students to become thoughtful, articulate, and active members of our society.

## **Goals**

The Mendham Township Social Studies curriculum concerns itself with developing students who are prepared for citizenship in a democratic society as well as an increasingly interdependent global community. It is the purpose of this curriculum to offer students courses of study as well as experiences that will provide them with the necessary skills, sense of social responsibility and geographical and historical perspective necessary for responsible citizenship. For this reason, the goal of this curriculum is to develop in our students the ability to:

1. use reading, speaking, and writing skills to formulate and express their views.
2. use maps, globes, and other graphic tools to acquire, interpret, and process information.
3. apply 21<sup>st</sup> Century thinking skills in order to better understand their country's history, institutions, environment, and the forces that have shaped world cultures.
4. use computer technology to acquire, process, and report various types of information.
5. develop an understanding of the interrelatedness of the social sciences.
6. understand the principles and responsibilities of a democratic society.
7. gain a general knowledge of the geographic, economic, political, social, and cultural forces that shape a society.
8. examine and understand multiple points of view, and develop a tolerance for differing views.
9. be able to understand the relationships between historical events and human experiences as well as their effects on society.

10. become informed and active citizens, and be able to make reasonable and responsible civic choices.
11. understand that the contemporary problems of nations and the world are products of complex historical, institutional, and environmental processes.
12. gain global perspective through research and communication with people from different cultures

Mendham Township School District  
Social Studies Curriculum  
Kindergarten

<b>Kindergarten Unit: Families</b>	
<b>Stage 1: Desired Results</b> In this unit, children explore who they are by taking a closer look at the places in which they spend much of their time - home and school. They identify people who are important to them, and come to realize that both home and school are places for sharing, caring, helping, and learning.	
<b>Understandings</b> <ul style="list-style-type: none"> <li>● People work together in social groupings such as a family and school classrooms.</li> <li>● People live and work in different types of social settings and groupings.</li> <li>● Rules help govern the way people work together to make the social group function effectively.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● How can people work together, cooperate, and follow rules?</li> <li>● Why do we need rules at school?</li> <li>● What is a family unit and what do you do to get along?</li> <li>● What is a home?</li> <li>● What are school rules?</li> </ul>
<b>Knowledge</b> <ul style="list-style-type: none"> <li>● A family can be made up of different family members</li> <li>● Families can live in different kinds of homes and places</li> <li>● School is a place where children learn</li> <li>● There are many people who help children at school</li> <li>● People in a family and at school follow rules, share, and help each other</li> <li>● Unit vocabulary: mother, father, brother, family, sister, house, townhouse, apartment, city, country, share, care, help, belonging, respect, over, under up, down, left, right, listen, learn, cooperate, respect, friend, classmate, work, play, teacher, principal, custodian, nurse, library</li> </ul>	<b>Skills</b> Students will be able to... <ul style="list-style-type: none"> <li>● Describe aspects of families</li> <li>● Identify ways that people in families work together</li> <li>● Recognize the need for school rules</li> <li>● Identify ways people work together at school</li> <li>● Give examples of different kinds of jobs that people do.</li> <li>● Identify school personnel</li> </ul>
NJSLS- Social Studies 6.1.P.A.1-3 6.1.P.B.1 6.1.P.D.1-4 6.3.4.A.1	NJSLS ELA for Social Studies SL.K 1-6
Mandates-none	

<b>Stage 2-Assessment</b>	
<b>Assessment:</b> Formative - observations, discussions, participation,	Summative - <ul style="list-style-type: none"> <li>● Writing Activity - Draw and label what happens at a celebration, projects</li> <li>● Unit 1 Project - “Make a Paper Doll” TE pg. 50</li> </ul>
<b>Stage 3- Learning Plan</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Discussion of school helpers/poster</li> <li>● Present school rules/classroom rules</li> <li>● Discuss bus safety</li> <li>● School tour</li> <li>● Compare/contrast families</li> <li>● Graph # of people you live with</li> <li>● Home is where the heart is-project</li> <li>● Bring picture of family in-illustrate</li> <li>● Learn home address/phone number</li> <li>● Helping hands at home-writing activity</li> </ul>	
<b>Active citizens in the 21st century:</b> <ul style="list-style-type: none"> <li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>● Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul>	
<b>Integrated Accommodations and Modifications IEP/504/ELL/G&amp;T:</b> <ul style="list-style-type: none"> <li>● The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.</li> <li>● Assign, assess and modify if necessary to address needs of at risk learners.</li> </ul>	
<b>Integration of 21st Century Skills:</b> 9.2.4.A.1, 9.2.4.A.2	
<b>Interdisciplinary Connections:</b> 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>Technology Integration of Standards</b> 8.1.2.A.4	

**List of Core Instructional and Supplemental Materials:**

- Scott Foresman, Here We Go,
- Current Events
- [www.kidshealth.org/kid/feeling](http://www.kidshealth.org/kid/feeling)
- [www.cpcs.gov/kids/kidsafety](http://www.cpcs.gov/kids/kidsafety)
- [www.sfsocialstudies.com](http://www.sfsocialstudies.com)

## Kindergarten Unit 2: Communities

### Stage 1: Desired Results

In this unit, children explore communities by taking a closer look at some of the people and places found there. They learn about different community helpers and how they meet the needs of the people who live in the community by providing services. They also learn that communities can be large or small and that all settings - city, country, and suburbs - have communities.

#### Understandings

- Communities help define the people that live within them. There are different types of communities, and each has special characteristics.
- The buildings, landmarks, workers, and celebrations help create the identity of the community.
- A neighborhood is a place where people work, learn and play.
- A neighborhood map includes the places where we work, learn, and play.
- The three types of communities are city, suburbs, and county.

#### Essential Questions

- What makes a community special?
- What is a neighborhood?
- How can a map show what's special about your neighborhood?
- Who helps out in a community?
- How does a community celebrate?
- How do different people celebrate different events?

#### Knowledge

- A neighborhood is made up of people and places
- Community workers do jobs that often help others
- There are similarities and differences between living in cities and on farms
- Families and communities remember people and events with celebrations and holidays
- Unit Vocabulary - streets, neighborhood, town, homes, stores, community, citizen, near, far, above, below, drawing, signs, stop light, crosswalk, crossing guard, rules, friends, play, cooperate, compromise, police, firefighter, chef, mayor, sanitation worker, train conductor, large, small, city, country, subur, farm, celebrate

#### Skills

Students will be able to...

- Describe people and places in the community
- Compare and contrast different types of communities
- Identify celebrations and holidays as special ways to honor events and people
- Summarize jobs performed by community helpers.
- Describe simple differences and similarities between ways people live in cities and on farms.
- Identify symbols associated with famous people, holidays, and special days.

NJSLS- Social Studies

6.1.P.A.1-3  
6.1.P.B.1, 2  
6.1.P.D.1-4

NJSLS ELA for Social Studies

SL.K.1-6

Mandates: None	
Stage 2-Assessment:	
<b>Assessment:</b> Formative: <ul style="list-style-type: none"> <li>● observations, discussions, participation,</li> </ul>	Summative: <ul style="list-style-type: none"> <li>● Writing Activity - Draw and label what happens at a celebration, projects</li> <li>● Unit 2 Project - “Make Worker Vehicles” TE pg. 100</li> </ul>
Stage 3- Learning Plan	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Imagine That Field Trip-Career Ed.</li> <li>● Place home on a map/locations in town-project</li> <li>● Signs unit from writers workshop (school tour/community signs)</li> <li>● Fire Prevention Week</li> <li>● Dental Hygienist-guest visitor</li> <li>● Compare/contrast city/country-through books</li> <li>● Student created group murals of city and country</li> <li>● Discuss National Holidays- Fourth of July, Presidents Day, MLK, Earth Day</li> </ul>	
<b>Active citizens in the 21st century:</b> <ul style="list-style-type: none"> <li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>● Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul>	
<b>Integrated Accommodations and Modifications IEP/504/ELL/G&amp;T:</b> <ul style="list-style-type: none"> <li>● The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.</li> <li>● Assign, assess and modify if necessary to address needs of at risk learners.</li> </ul>	
<b>Interdisciplinary Connections:</b> W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

<b>Integration of 21st Century Skills:</b>
9.2.4.A.1, 9.2.4.A.2
<b>Technology Integration of Standards:</b>
<ul style="list-style-type: none"><li>● 8.1.2.A.4</li></ul>
<b>List of Core Instructional and Supplemental Materials</b>
<ul style="list-style-type: none"><li>● Scott Foresman, <u><a href="#">Here We Go</a></u>,</li><li>● Current Events</li><li>● <u><a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a></u></li><li>● <u><a href="http://www.hud.gov/kids/kidsafety">www.hud.gov/kids/kidsafety</a></u></li></ul>

<h2>Kindergarten Unit 3: Work</h2>	
<p><b>Stage 1: Desired Results</b>          In this unit, children explore the world of work. They learn about the different kinds of work people do and why they might choose to do this work. They learn that people work to earn money had have choices about how they spend their money. Children also learn that people earn money to pay for things they need-food, clothing, and shelter, as well as the things they may want.</p>	
<p><b>Understandings</b></p> <ul style="list-style-type: none"> <li>● People can do a variety of jobs to earn money. Money is exchanged for goods that we need and want.</li> <li>● Children have jobs and their main job at school is to learn.</li> <li>● As an adult you will choose a job to earn a living.</li> <li>● People earn money by working.</li> <li>● Learn the meaning of needs and wants.</li> <li>● Explore the basic need of clothing, shelter, and food.</li> <li>● Explore the process of how goods are made.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What work can people do?</li> <li>● What are basic needs and wants?</li> <li>● How do people acquire the things they need or want?</li> <li>● How is money earned?</li> <li>● What choices do people make as to how they spend their money?</li> </ul>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● People earn money by doing jobs.</li> <li>● People use money to purchase goods.</li> <li>● Goods are made in a sequence of steps.</li> <li>● A <b>need</b> is something we must have to live, such as food. A <b>want</b> is something we desire, but don't need to live.</li> <li>● Vocabulary words: job, work, cashier, firefighter, chef, photographer, earn, money, spend, shop, money, services, choices, save, needs, wants, important, live, food, clothing, shelter, transportation, trains, planes, car, truck</li> </ul>	<p><b>Skills</b>          Students will be able to...</p> <ul style="list-style-type: none"> <li>● Identify different jobs and explain why people do them.</li> <li>● Understand that people earn money and use money to buy things.</li> <li>● Identify the difference between needs and wants.</li> <li>● Identify food, clothing, and shelter as basic needs.</li> </ul>
<p>NJSLS- Social Studies          6.1.4.C.2, &amp; 5          6.1.P.A.2,3          6.1.P.B.2          6.1.4.P.D.2</p>	<p>NJSLS ELA for Social Studies          SL.K. 1-6          W.K.2,3</p>
<p>Mandates-none</p>	

Stage 2-Assessment	
<b>Assessment:</b> Formative: <ul style="list-style-type: none"> <li>● observations, discussions, participation</li> </ul>	Summative: <ul style="list-style-type: none"> <li>● Writing Activity - Draw and label things that you need</li> <li>● Unit 3 Project: “Make a Class Quilt” TE pg. 166</li> </ul>
Stage 3- Learning Plan	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Trinket Shop; earn value of money/exchange, money for goods</li> <li>● Nutrition Unit</li> <li>● 100<sup>th</sup> day of School food collection-Need/Want</li> <li>● Grow food in the outdoor learning garden</li> <li>● Chores/jobs at home</li> <li>● Illustrate possible career choices</li> <li>● Guest speaker-parent volunteers to discuss career choices</li> </ul>	
<b>Integrated Accommodations and Modifications IEP/504/ELL/G&amp;T</b> <ul style="list-style-type: none"> <li>● The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.</li> <li>● Assign, assess and modify if necessary to address needs of at risk learners.</li> </ul>	
<b>Active citizens in the 21st century:</b> <ul style="list-style-type: none"> <li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>● Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul>	
<b>Integration of 21st Century Skills:</b> 9.2.4.A.1, 9.2.4.A.2	
<b>Interdisciplinary Connections:</b> W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>Technology Integration of Standards:</b> <ul style="list-style-type: none"> <li>● 8.1.2.A.4</li> </ul>	
<b>List of Core Instructional and Supplemental Materials:</b> <ul style="list-style-type: none"> <li>● Scott Foresman, <u><a href="#">Here We Go</a></u>,</li> <li>● <u><a href="http://www.zillions.org">www.zillions.org</a></u></li> <li>● <u><a href="http://www.usmint.gov/kids">www.usmint.gov/kids</a></u></li> <li>● <u><a href="http://www.usda.gov/news.usdakids">www.usda.gov/news.usdakids</a></u></li> </ul>	

<h2>Kindergarten Unit 4: Our Earth</h2>	
<p><b>Stage 1: Desired Results</b>          In this unit children explore Earth. They learn about the four seasons and the kinds of weather Earth experiences. They explore Earth’s natural environment to learn about forests, mountains, plains and oceans.</p>	
<p><b>Understandings</b></p> <ul style="list-style-type: none"> <li>• The Earth has a variety of features.</li> <li>• Different locations experience varying weather conditions, and seasonal changes.</li> <li>• The conditions of the environment determine the types of animals that live there</li> <li>• People can work to protect the environment</li> <li>• The four seasons are winter, spring, summer and fall.</li> <li>• There are different types of animals and plants found in the forests, plains, mountains and oceans.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is our world like?</li> <li>• What type of weather, features, and animals do we see in our world?</li> <li>• How are landforms and other features shown on maps?</li> <li>• What does the world look like from above on a world map?</li> <li>• What are some of Earth’s resources and ways in which people can help conserve?</li> </ul>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Types of seasonal changes in fall, winter, spring, and summer</li> <li>• Types of weather include rain, wind, snow, clouds, and sun</li> <li>• Earth features include forests, plains, mountains, and oceans</li> <li>• Maps show different views, show things in smaller sizes, and show position</li> <li>• Map symbols for land and water</li> <li>• People can keep their environment clean by throwing away trash, and recycling and reusing materials</li> <li>• Unit 4 Vocabulary: Rain, wind, weather, snow, clouds, sun, winter, spring, summer, fall, trees, deer, owl, forest, plains, fox, rabbits, grass, mice, hills, mountains, valley, peak, water, salt, Pacific, Atlantic, ocean, map, drawing, map key, above, country, United States, state, land, water, world, continents, globe, model, round</li> </ul>	<p><b>Skills</b>          Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe seasonal weather changes.</li> <li>• Describe characteristics of forests, plains, mountains, and oceans.</li> <li>• Use simple maps to describe where things are located.</li> <li>• Identify maps and globes as different representations of Earth.</li> <li>• Describe how people can conserve resources.</li> </ul>
<p>NJSLS-Social Studies          6.1.4.B.4, 5, 8 &amp; 9          6.1.P.A.3</p>	<p>NJSLS ELA for Social Studies          SL.K. 1-6          W.K. 1,2</p>
<p>Mandates-none</p>	

Stage 2-Assessment	
<b>Assessment:</b> Formative: <ul style="list-style-type: none"> <li>● observations, discussions, participation</li> </ul>	Summative: <ul style="list-style-type: none"> <li>● Writing Activity - Draw and label what lives in each habitat</li> <li>● Projects</li> <li>● Unit 4 Project - “Plan a Picnic” TE pg. 232</li> </ul>
Stage 3- Learning Plan	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Night/day lesson-math</li> <li>● Seasonal trees throughout the year-projects</li> <li>● Earth Day Unit</li> <li>● Science Unit-Trees</li> <li>● Smart board daily weather chart</li> <li>● Season of Arnold’s Apple Tree-Book/Project</li> <li>● Use of pull down maps and globes</li> </ul>	
<b>Active citizens in the 21st century:</b> <ul style="list-style-type: none"> <li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>● Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul>	
<b>Integrated Accommodations and Modifications IEP/504/ELL/G&amp;T:</b> <ul style="list-style-type: none"> <li>● The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.</li> <li>● Assign, assess and modify if necessary to address needs of at risk learners.</li> </ul>	
<b>Integration of 21st Century Skills:</b> 9.2.4.A.1, 9.2.4.A.2	
<b>Interdisciplinary Connections:</b> K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	
<b>Technology Integration of Standards:</b> 8.1.2.A.4 <ul style="list-style-type: none"> <li>● Use of Smartboard technology for mapping and interactive concepts</li> </ul>	
<b>List of Core Instructional and Supplemental Materials:</b> <ul style="list-style-type: none"> <li>● Scott Foresman, <u>Here We Go</u>,</li> <li>● FOSS, <u>Trees</u>, science kit and readers</li> <li>● <a href="http://www.kidshealth.org/kid/feeling">www.kidshealth.org/kid/feeling</a></li> <li>● <a href="http://www.kids.discovery.com">www.kids.discovery.com</a></li> <li>● <a href="http://www.nationalgeographic.com/kids">www.nationalgeographic.com/kids</a></li> </ul>	

## Kindergarten Unit 5: The U.S.

### Stage 1: Desired Results

In this unit, children explore the USA. They learn about symbols that are important to the United States and their own home states. They learn about the first Americans and the explorers that later came from Europe. Children will learn about ways in which people celebrate our country and it's past through holidays. Students will learn how our country has changed and grown over time.

#### Understandings

- We live in a very special country, the USA, was founded on the beliefs of freedom and justice.
- The American Flag is one symbol that represents these beliefs.
- We celebrate holidays that remind of us of these beliefs.
- The Explorers traveled to America and helped begin to shape the United States as we know it today, but they were not the first Americans. There were many Native American tribes that inhabited the Americas and played a significant role in our history.
- List symbols important to the United States.
- The Native Americans were the first people to settle in the United States.
- Travel has changed over time.

#### Essential Questions

- How is our country special?
- What events and people make our country special?
- What symbols are important to the United States?
- Who were the first people to live in the Americas?
- How has Thanksgiving changed over time?
- What roles have scientists and inventors played in the United States?

#### Knowledge

- A Symbol of the United States of America is the American Flag, and we stand to face the flag and recite the Pledge of Allegiance
- A symbol stands for an idea
- The Native Americans were the first Americans and many Native American groups lived in North America
- An explorer is a person who travels to unknown lands
- Christopher Columbus is an explorer that we remember with a holiday
- We celebrate our country on it's birthday, the Fourth of July
- Fourth of July celebrations remind of us the two ideals the USA values, freedom and justice.

#### Skills

Students will be able to...

- Recognize some historical symbols, including the American Flag, Capitol Building, Statue of Liberty, Washington Monument,
- Identify Native Americans as the first people to live in North America
- Identify celebrations and holidays as a way or remembering and honoring events and persons
- Describe contributions of some scientists and inventors.

<ul style="list-style-type: none"> <li>• Many scientists and inventors, such as the Wright brothers and Elizabeth Blackwell, have contributed to the making life in the USA better.</li> <li>• Vocabulary Words: Flag, Statue of Liberty, presidents, White House, capitol, Native Americans, past, present, then, now, explorers, ships, discover, pilgrims, November, Turkey, harvest, Abraham Lincoln, George Washington, Betsy Ross, MLK,</li> </ul>	
<p>NJSLS -Social Studies 6.1.4D 2, 10, 11, 12, 14 &amp; 17 6.1.P.A.1, 3 6.1.P.B.1</p>	<p>NJSLS ELA for Social Studies SL.K. 1-6 W.K 2</p>
<p><i>Mandates- Amistad Commission</i> Native Americans were the first inhabitants in the Americas.</p>	
<p><b>Active citizens in the 21st century:</b></p> <ul style="list-style-type: none"> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul>	
<p>Stage 2-Assessment Evidence</p>	
<p><b>Assessment:</b> Formative:</p> <ul style="list-style-type: none"> <li>• observations, discussions, participation</li> </ul>	<p>Summative:</p> <ul style="list-style-type: none"> <li>• Unit 5 project: “Make A United States Flag” TE pg. 282</li> </ul>
<p>Stage 3- Learning Plan</p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Thanksgiving; Native American activities</li> <li>• A celebration for National figures throughout the holidays.</li> <li>• Paint Flags</li> <li>• Discuss National Symbols</li> </ul>	
<p><b>Integrated Accommodations and Modifications IEP/504/ELL/G&amp;T</b></p> <ul style="list-style-type: none"> <li>• The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.</li> <li>• Assign, assess and modify if necessary to address needs of at risk learners.</li> </ul>	

**Interdisciplinary Connections:** 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.

**Integration of 21st Century Skills:**

9.2.4.A.1, 9.2.4.A.2

**Integration of Technology Standards:**

8.1.2.A.4

- Smartboard technologies, Video Streaming

**Active citizens in the 21st century:**

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

List of Core Instructional and Supplemental Materials

- Scott Foresman, Here We Go,
- [www.cpcs.gov](http://www.cpcs.gov)
- [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
- [www.netstate.com](http://www.netstate.com)

Kindergarten Unit 6: Family Stories	
<b>Stage 1: Desired Results</b> In this unit, children explore Family Stories by examining the families with the class. Children learn that families are alike and different in many ways. They learn that families learn together and visit different places. They will discuss the way things have changed from then their parents or grandparents were young.	
<b>Understandings</b> <ul style="list-style-type: none"> <li>• Every family is unique, and has a story to tell through its routines, celebrations, and traditions.</li> <li>• Daily routines make family life special</li> <li>• There are special days and events that families celebrate</li> <li>• Learn how things change over time.</li> <li>• Family customs include special foods.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What makes families special?</li> <li>• How are families alike and different?</li> <li>• What special days and events does your family celebrate?</li> <li>• What are some family customs and traditions?</li> <li>• What ways do families have fun together?</li> </ul>
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Recognize and describe ways that families cooperate celebrate and have fun.</li> <li>• Vocabulary: alike, different, family, similar, together, work, play, cooperate, routines, daily, celebrate, birthday, weddings, graduation, then, now, modern, old-fashioned, past, present, traditions, recipe, games, jobs, chores, picnics, camping, shopping</li> </ul>	<b>Skills</b> Students will be able to... <ul style="list-style-type: none"> <li>• Identify ways in which people are alike and different</li> <li>• Identify and compare family customs</li> <li>• Present a family story or tradition</li> </ul>
NJSLS-Social Studies 6.1.4.D. 17, 18, 19 & 20 6.1.P.A.1-3 6.1.4.C.12	NJSLS ELA for Social Studies SL.K. 1-6 W.K.2
Mandates-none	
<b>Stage 2-Assessment Evidence</b>	
<b>Assessment:</b> Formative: <ul style="list-style-type: none"> <li>• observations, discussions, participation</li> </ul>	Summative: <ul style="list-style-type: none"> <li>• Writing Activity: Draw and laba pictures that shows your family celebrating something special.</li> <li>• Projects</li> </ul>
<b>Stage 3- Learning Plan</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Family Traditions Letter</li> <li>• St Patrick’s Day-Culture</li> <li>• Family celebrations</li> <li>• Writing Workshop-family traditions</li> </ul>	

**Integrated Accommodations and Modifications IEP/504/ELL/G&T:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address needs of at risk learners.

**Active citizens in the 21st century:**

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

**Integration of 21st Century Skills:**

9.2.4.A.1, 9.2.4.A.2

**Interdisciplinary Connections:**

Science, Math, Language Arts, Music, Art, World Cultures

**Technology Integration:**

8.1.2.A.4

- Smartboard technologies, Video Streaming

**List of Core Instructional and Supplemental Materials:**

- Scott Foresman, [Here We Go](#),
- [www.kidshealth.org/kid/feeling](http://www.kidshealth.org/kid/feeling),
- [www.cpsc.gov/kids/kidsafety](http://www.cpsc.gov/kids/kidsafety),
- [www.sfsocialstudies.com](http://www.sfsocialstudies.com)

**Kindergarten Social Studies Pacing Guide**

Unit	NJSLS	Marking Period	Weeks
Kindergarten Unit 1: Families	6.1.P.A.1-3 6.1.P.B.1 6.1.P.D.1-4 6.3.4.A.1	1	4-6 MP 1
Kindergarten Unit 2: Communities	6.1.P.A.1-3 6.1.P.B.1, 2 6.1.P.D.1-4	1-2	5-6 MP1
Kindergarten Unit 3: Work	6.1.4.C.2, & 5 6.1.P.A.2,3 6.1.P.B.2 6.1.4.P.D.2	2	4-6 MP2
Kindergarten Unit 4: Our Earth	6.1.4.B.4, 5, 8 & 9 6.1.P.A.3	3	4-6 MP2
Kindergarten Unit 5: The U.S.	6.1.4D 2, 10, 11, 12, 14 & 17 6.1.P.A.1, 3 6.1.P.B.1	3-4	5-6 MP3
Kindergarten Unit 6: Family Stories	6.1.4.D. 17, 18, 19 & 20 6.1.P.A.1-3 6.1.4.C.12	4	4-6 MP3&4